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ABSTRACT

This is the first annual report of the 17-month initial study of Pennsylvania charter schools. The document contains interim information about the status and development of the state's charter schools and the charter-school initiative as a whole; it is not intended to be a summative evaluation of individual schools or the initiative, and it is not meant to be a full report of all the activities of the schools. The report is largely descriptive and is based upon the first round of surveys conducted during May and June 1999. Information gathered during site visits and interviews is considered to a lesser extent. The assessment opens with a description of charter schools and how they were started in Pennsylvania. It describes the methodology employed to gather data and lists the questions posed by the legislation that created the charter schools. Some of the specific areas addressed by the evaluation include staffing, educational achievement, student attendance, student discipline, governance, community involvement, and financial practices. Results of the teacher, staff, student, and parent surveys are provided. Information on working conditions, expectations, school quality, and school choice is also discussed. An appendix lists the charter schools that were surveyed and their stakeholders' responses. (RJM)

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ED 456 493

The Initial Study of Pennsylvania Charter Schools

First Annual Report

Spring 2000

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1. Introduction

This is the first annual report of the 17-month initial study of Pennsylvania charter schools. This report contains interim information about the status and development of Pennsylvania's charter schools and the charter school initiative as a whole. It is not intended to be a summative evaluation of individual schools or the initiative, and it is not intended to be a full report of all of the activities of the schools or the evaluation efforts.

This report is largely descriptive in nature and is based upon the first round of surveys conducted during May and June 1999. To a lesser extent, information gathered during site visits and interviews is considered in this report. While the success of the schools cannot be measured on the experiences of the first year, a number of important issues can be highlighted and initial trends can be seen and are depicted in the results discussed in this report. Readers of this report are encouraged to provide feedback regarding the contents of the report.

What Are Charter Schools

Charter schools are public schools that operate under a contractual arrangement with a chartering entity such as a state, local board of education, or an independent chartering authority. The chartering contract frees schools from most traditional public school system rules and regulations in exchange for increased accountability–ultimately, high student academic achievement. Charter schools can be formed by a variety of individuals or groups, including educators, parents, community members, for-profit and nonprofit organizations, and institutions of higher education. A charter is signed between its founding members and a chartering agency and details what the school expects to accomplish with respect to student achievement. Unlike traditional public schools, charter schools may be closed by its chartering entity if they fail to meet the standards set forth in the charter.

Charter schools offer students alternative and diverse educational programs, with the goal of improving academic achievement. The intention behind this new form of public schooling is that by providing further autonomy to schools, they can pursue innovative teaching practices and create a diversity of school options from which parents can choose. A compelling argument for charter school reform is that it moves schools away from the current rule-based accountability system, driven by regulation of inputs, and toward a system of pupil outcome- or performance-based accountability. In Pennsylvania, charter schools are established for up to five years; if they do not meet their stated educational goals, they could lose their charter (Section 1729-A Revocation and Nonrenewal of Charter).

In Pennsylvania, charter school legislation was approved in 1997. Six charter schools were approved to operate in 1997, and the total number grew to 31 during the 1998/99 school year. Several new schools are expected to be approved for the 1999/2000 school year.

2. Methodology

This study was commissioned by the Pennsylvania Department of Education to evaluate charter schools and the charter school initiative in Pennsylvania. In evaluating the overall initiative, data and information will be collected from the major stakeholders in the charter schools (i.e., teachers/staff, students, and parents) as well as representatives from the Pennsylvania Department of Education, traditional public schools, and host school districts that issue charters. This initial evaluation study began in May 1999 and will continue until September 31, 2001. The scope of this initial study is to include the 31 charter schools operational during the 1998/99 school year.

Act 22 of 1997 (Section 1728-A Reports and Assessments) sets a clear legislative directive to evaluate charter schools. The implied intent is to determine whether or not the state's and Pennsylvania LEA authorities' interests are being served. Six components will be studied under legislative intent: (i) improved pupil learning, (ii) increased learning opportunities for all pupils, (iii) innovative teaching methods, (iv) new professional opportunities for teachers, (v) expanded school choices within the public school system, and (vi) school accountability.

Objectives

As specified in the RFP, the specific evaluation questions to be addressed in this study are listed below.

- Does increased flexibility in exchange for increased accountability result in improved pupil results?
- What effect does budget have on student results, nonacademic services, and school facilities?
- Are opportunities offered to charter school teachers, parents, and students to influence classroom and school policy significantly different from those offered at traditional public schools?
- Are the opportunities (i.e., professional growth, salaries, benefits, employee rights) for teachers and other employees significantly different at a charter school than at a traditional public school?
- What is the impact of charter schools as related to district reform efforts?
- Is there evidence that, over the term of the charter, student learning has significantly improved?

- What are promising practices in charter schools that could be included in district systemic reform?

Specific areas to be addressed in the evaluation are listed as follows:

1. Staffing
    a. Staff profile indicating degree of constancy and/or stability of teaching and classified staff
    b. Percentage of credentialed professional employees holding a valid Pennsylvania certificate
    c. Qualifications of noncertified professional employees
    d. Pupil-teacher ratio for special education needs
    e. Staff development and implementation
    f. Other relevant measures that address the issue of staffing of charter schools
2. Educational Achievement
    a. Percentage of students who have achieved instructional benchmarks identified in charter proposal
    b. Evidence that charter students are more/less successful at next level of education (i.e., elementary to middle school) than noncharter students
    c. Evaluate transition of students from charter schools to traditional public and private schools, and vice versa, in terms of academic achievement
    d. Evidence that limited English proficient and special education students have access to core curriculum
    e. Comparison of PSSA scores to district schools and to "like" noncharter schools and percentage of student body tested
    f. Determine quality of evaluation instruments wherein students demonstrate achievement and validate the program objective (other than the PSSA)
    g. Evaluate appropriate implementation of individualized educational programs (IEP) for identified special education students

h. Effectiveness of services offered to at-risk youngsters

i. Quality of techno'ogy program

j. Other relevant measures that address the educational achievements of students in charter schools

3. Student Attendance

   a. Comparison of student attendance to district schools and to "like" noncharter schools

   b. Other relevant measures that address attendance issues of students in charter schools

4. Student Discipline

   a. Comparison of student discipline to district schools and to "like" noncharter schools

   b. Other relevant measures that address discipline issues of students in charter schools

5. Governance Process

   a. Effectiveness of process as detailed in charter proposal

   b. Assess vertical and horizontal decision-making process detailed in school's charter

   c. Terms of authority of charter school principal/director

   d. Procedure used to elect/select teachers, parents, and community members to various governance committees stated in school's charter

   e. Other relevant measures that address governance issues of children in charter schools

6. Community Involvement

   a. Process of reporting student progress to parents

   b. Effectiveness of parent outreach programs/advisory boards

   c. Survey indicating level of parent satisfaction

d. Racial/ethnic balance among pupils compared with district student population

e. Other relevant measures that address the issue of community involvement and charter schools

7. Budget, Accounting, and Business Practices

a. Compliance with guidelines for specific federal, state, and local grants/revenue sources

b. Documentation on file at school to support attendance accounting

c. Flexibility of purchasing procedures available to charter schools, e.g., outside vendors, bidding, timely purchases

d. Determine whether revenues exceeded expenses or if expenses exceeded revenues and the source of such revenues

e. Percentage of variation from budget to actual expenditures

f. Determine cash balance at the end of fiscal year. Did it increase or decrease each year?

Data Collection Methods

The array of questions to be addressed in this study requires multiple approaches for collecting and verifying information and for capturing the various perceptions that may exist. Our aim is to collect sufficient information to analyze all charter schools individually as well as among and between groups of schools with similar characteristics. We think it will be important to at least describe the diversity (or similarity) that might exist among the charter schools and among the authorizers. Decisions regarding the nature and type of data to be collected was made with the Pennsylvania Department of Education to ensure that they are worthwhile and of interest to decision makers and other interested parties.

We envision that a considerable amount of the contractor's time will be spent in "educating" charter school operators and personnel to the use and value of evaluation. This task has been placed in the category of capacity building, an element for which we have a strong commitment. Not only will this be of value to the school in later years, it will also be of value as we gather data and information in collaboration with the schools.

We are using the following methods for collecting information:

- Surveys of staff, students, and parents
- Reviews of (student) work samples
- Interviews
- Diaries and logs (if available)
- Document reviews
- Portfolios (if available)
- Direct observation
- Focus group meetings
- Analysis of test scores and available demographic and financial data

The procedures and data collection methods we are using in this project are clearly described in Tables 2:1, 2:2, and 2:3, and in the descriptive sections that follow.

Data Collection Strategies

From our experiences in evaluating programs and schools over many years and particularly those that are new, innovative, and of considerable public interest, such as charter schools, we find these programs/schools are bombarded with requests for information and to serve as subjects for a variety of studies. In addition, they will undoubtedly be targeted by the public media for stories related to an array of topics. While this attention may be complimentary and initially well received, it becomes a considerable drain on the resources of the relatively small staffs of charter schools. Usually, those in administrative roles at charter schools are unaccustomed to these requests and do not have the support services to maintain a responsive position. These conditions pose potential complications for this study; therefore, we are making every effort to use existing data that may be required for other reports. However, we will seek additional information from students, teachers, administrators, parents, and the broader community. We are focusing on only those issues that are important and necessary for this study and selected respondents who are considered to be knowledgeable about the issue(s) being addressed and who can contribute to the quality of the information/data that we collect. With good planning and the development of survey instruments and protocols, we hope the process of obtaining information is viewed as time well spent by the informants and useful by stakeholders, especially the stakeholders directly connected to the local schools.

We are using the general strategies for collecting information as summarized in Table 2:1. Table 2:2 shows a matrix of the evaluation questions and sources of data/information for each question. In terms of timing, Table 2:3 shows a matrix of the plan for data collection by quarter of operating year. These were further refined in collaboration with representatives of the Pennsylvania Department of Education, charter schools, and local public school districts that authorize charters.

Table 2:1 Data Collection Strategies and Information Sources

Strategy/ Source	Survey	Interview	Document Review	Focus Group	Test Data	Direct Observation	Work Sample	Portfolio (if available)	Diaries or Logs (if available)
Students	X			X	X	X	X	X	
Teachers	X	X		X		X	X	X	
School CAOs/ Directors	X	X				X			
Parents	X	X		X					
Local School Districts that Charter		X	X						X
Community Members		X							
PDE Personnel		X	X						X
School Records			X						
Schools			X		X	X		X	X

Table 2:2 Matrix of Objectives of the Study and Sources of Information

General Objectives of the Study	Charter school surveys (for teachers/staff, students, and parents/guardians)	School climate survey (for teachers/staff, students, and parents/guardians)	Inter-view	Docu-ment review	Focus group	Test data (PSSA)	PSSA school indicators	Direct observ a-ation	Work sample	Portfolio (if avail-able)	Diaries or logs (if available)
Does increased flexibility in exchange for increased accountability result in improved pupil results?	X	X	X	X	X	X			X	X	
What effect does budget have on student results, non-academic services, and school facilities?	X	X	X	X	X	X	X	X	X	X	
Are opportunities offered to charter school teachers, parents, and students to influence classroom and school policy significantly different from those offered at traditional public schools?	X	X	X	X	X						
Are opportunities (i.e., professional growth, salaries, benefits, employee rights) for teachers and other employees significantly different at a charter school than from a traditional public school?	X	X	X	X	X		X			X	X
What is the impact of charter schools as related to district reform efforts?	X		X	X	X	X	X	X			
Is there evidence that, over the term of the charter, student learning has significantly improved?	X	X	X	X	X		X	X	X		
What are promising practices in charter schools that could be included in district systemic reform?			X	X	X		X	X	X		X

Table 2:3 Preliminary Plan for Data Collection by Quarter

Activities	Sample	1st Quarter April - June 1999	2nd Quarter July - Sept. 1999	3rd Quarter Oct. - Dec. 1999	4th Quarter Jan.-March 2000	5th Quarter April-June 2000	6th Quarter July - Sep. 2000
Student Charter School Surveys	One class at each grade level at each school (Grades 5 and above)	X			X		
Teacher Charter School Surveys	All teachers and staff	X			X		
Parent Charter School Survey	The greater of 20 percent of the families or 25 per school				X		
Student School Climate Survey	One class at each grade level at each school (Grades 5 and above)				X		
Teacher School Climate Survey	All teachers and staff working more than 15 hours per week				X		
Parent School Climate Survey	The greater of 20 percent of the families or 25 per school				X		
Teacher Interviews	25 percent of all teachers	X	X		X		
School Director/ Administrator Interviews	All charter school administrators/directors	X		X	X	X	
Interviews with Personnel from Local School District Offices that Charter	Representatives responsible for oversight of schools	X				X	
Community Stakeholders' Interviews	5 per school community (These will occur in connection with school visits)				X		

Activities	Sample	1st Quarter April - June 1999	2nd Quarter July - Sept. 1999	3rd Quarter Oct. - Dec. 1999	4th Quarter Jan.-March 2000	5th Quarter April-June 2000	6th Quarter July - Sep. 2000
Local Public School Personnel Interviews	2 per community (in connection with scheduled school visits)	X				X	
Focus Groups with Students	At least 10 students at each school			X	X	X	
Focus Groups with Parents	Minium of 1 focus group with 5-8 parents per community				X	X	
Interviews with PDE Personnel	Contact person(s) for the evaluation as well as PDE staff in offices/units that provide support to charter schools	X	X	X	X	X	X
Observations/Schools (classrooms, play-ground and other facilities)	All schools (This will continue during each school visit)	X	X	X	X	X	X
Longitudinal/Follow-Up Studies/Schools	All students at final grade level provided by school		X				X
Achievement Tests/Students	All schools We will not develop our own achievement tests, but rather will use PSSA data and other standardized test results available					X	X
Work Samples/ Students	10 per school Work samples will be requested and reviewed during scheduled school visits	X		X	X	X	
Review School Procedures, Policies, and Other Documents	All schools Documentation is collected during school visits, and files are maintained for each school	X		X	X	X	

As noted in the matrices, some of the data will be quantitative in nature and some will be qualitative. However, it is important to note that information will be collected to answer questions of importance for this study. In most cases, a combination of information and sources will be used to determine the findings of an investigation or to provide a basis for a response to a question. We often use the term "triangulation" in our data/information-gathering efforts. While this implies three indicators or sources, we often employ more than three sources to provide a more detailed and dependable explanation.

For example, we are verifying the perception of school climate from the vantage point of students, teachers, administrators, and parents. Likewise, we are considering evidence of academic achievement from test scores, appropriate student work samples that may be provided by teachers, and opinions of parents about their children. In addition, we are asking teachers about other types of achievement that reflect the mission and goals of the school. Input about the role and effectiveness of local school districts that granted their charter has been supplied by charter school representatives, appropriate Pennsylvania Department of Education personnel, and others identified by the authorizers themselves.

Data Analyses and Reporting

Quantitative and qualitative data are being collected and analyzed according to professionally acceptable standards of practice. Data are encoded for analyses at The Evaluation Center at Western Michigan University. We consider the data to be confidential, if not anonymous, and the property of the Pennsylvania Department of Education. Data analyses are summarized in tables with appropriate explanatory narratives. Preliminary copies of formal reports are submitted to the PDE contact for review. The purpose of the optional review of the reports (formally or informally) by PDE-designated persons and any other personnel is to correct errors and omissions and to ensure readability by stakeholders.

In all cases, the Program Evaluation Standards are followed in the conduct and operations of this study. One role of the planned metaevaluation will focus on this important aspect of our planned study of charter schools.

The data and information collected are yielding information to help us make judgments about individual charter schools, groups of charter schools, and the charter school initiative as a whole. For example, analysis is conducted with the following comparisons in mind:

- Compare charter schools over time (of course, this will be limited to 2 years for 6 of the schools, although additional comparisons can be made with conversion schools).

- Compare groups of charter schools according to similar characteristics; e.g., mission, size, location, educational level (elementary, middle, secondary), conversion or nonconversion, local or regional charter, etc.

- Compare each charter school with its host school district in terms of demographics, test scores, revenues and expenditures, etc.

- Compare each charter school with a school with similar background characteristics including demographics, size, location, and educational level. Comparisons would consider test scores, financial data regarding revenues and expenditures, etc.

- Results from the Charter School Survey and School Climate Survey have been merged with school-based data regarding the demographics, size, location, etc. This will allow comparison of degree of satisfaction and quality of school climate with school characteristics.

In recognition of the various stakeholder groups, decision makers, and interested parties, special efforts will be made to communicate the procedures, findings, conclusions, and recommendations in understandable, various forms. In order to provide evaluation information to the various stakeholders, a web site was established that contains information about the evaluation as well as copies of the data collection instruments and other field work-related documentation.

All schools will receive the disaggregated results from the surveys administered at their own school as well as averages for all charter schools. In addition to this, all comments and responses to the open-ended items on the surveys have been typed, organized, and will be returned to the schools. Care has been taken to remove references or comments that would reveal the source of the comments.

In order to facilitate communication, The Pennsylvania Department of Education (PDE) receives quarterly reports to supplement face-to-face and conference call meetings. Additionally, PDE receives results shared with the schools and an annual and final report.

This report comprises the annual report and includes the results from the first round of school visits made in May and June 1999. The final report is due on September 31, 2000, and will sum up the results from all the data collection and respond to each of the questions in the RFP.

3. Results from Teacher/Staff Surveys

Description of Sampled Teachers and Staff

In sampling teachers and staff, we included as many of the full-time and part-time staff as possible. Information was also collected on how many hours per week staff members worked as well as the specific job titles/responsibilities. In this section, an analysis of the teacher/staff results is based on all those sampled. For the final report of this study, the category of teachers and staff will be examined and analyzed by job type. The most important comparisons are between teaching staff and administration. Unfortunately, in the first round of data collection, we did not receive surveys from a number of Chief Administrative Officers (CAOs) and key school administrators, so any analyses of this subgroup will be limited.

A total of 447 teachers and staff completed and returned surveys from a total of 609 that were targeted. All schools took part in this component of the evaluation, and all schools are included in the analysis. A few schools had low response rates (4 schools had response rates between 33 and 45 percent) and a few schools returned their surveys quite late, which excluded some staff that were not returning to the school. Aside from these limitations, the sample is deemed to be quite good and the overall response rate was 73.4 percent. The item response for each survey question was typically 95 percent or higher. Appendix A includes specific information about the achieved sample.

Among the 447 teachers and staff sampled, 48.4 percent indicated that they are teachers, 12.3 percent teaching assistants, and 5.2 percent specialists. One student teacher was included in the sample. Approximately 4.5 percent indicated that they were CAOs, principals, or school directors, and just over 29 percent indicated that they had some other title or position. Many of the teachers and staff have more than one role.

Of the 214 staff who indicated they are teachers, 81.8 percent reported that they are currently certified to teach in the state, 2.3 percent were certified in another state, 12.1 percent indicated that were working to obtain certification, and 3.7 percent indicated that they were not certified and were not working to obtain certification. This information should be considered indicative and not conclusive. For example, among those 26 teachers who are working to obtain certification, many may be working for a second certification. It may also be the case that the "teachers" who are working to obtain certification are, in fact, only teaching assistants and did not answer the question on role in school correctly.

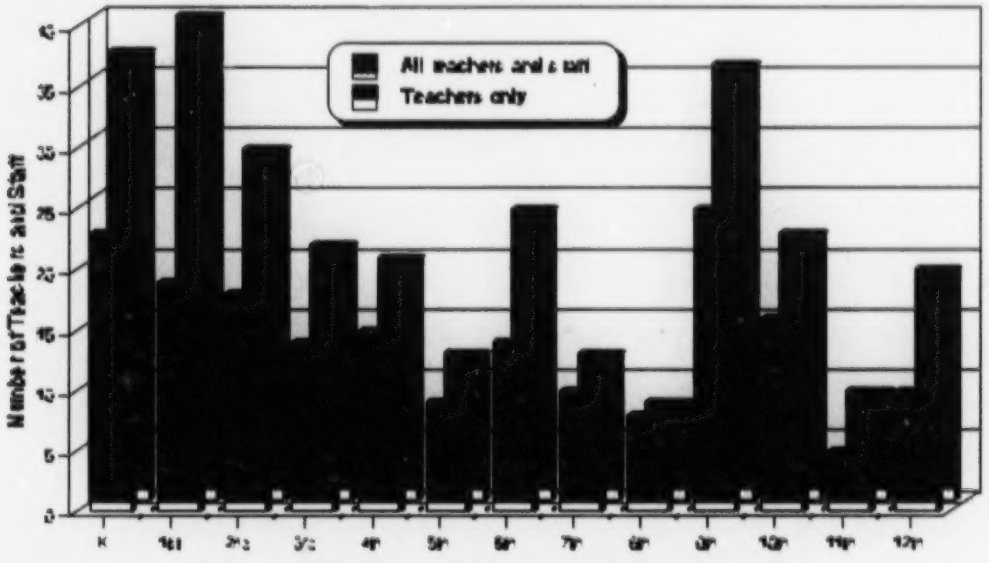

Figure 3:1 Distribution of Teachers and Staff by Grade Level
Note: A total of 177 staff indicated that this item was not applicable largely because they were administrative or support staff.

Most teachers reported that they were teaching in a subject area in which they are certified to teach, although approximately 15 percent of all staff working in the classroom indicated that they were not teachers certified in the subjects they taught. When we disaggregated the data by role and included only teachers (i.e., excluding specialists, teaching assistants, administrators, and others), only 13 percent of the teachers indicated that they were teaching in subject areas in which they were not certified.

The teachers and staff were asked to indicate which grade they work with most. Teachers and staff appear to be somewhat evenly distributed by school level (i.e., elementary, middle, or high school) but larger differences exist by particular grade levels. Figure 3:1 illustrates the distribution of teachers and staff by grade level as well as the distribution only of teachers across the various grade levels. Approximately 40 percent of the staff indicated that the grade level with which they were working was not applicable because they worked in administration or in the provision of support services. Figure 3:1 illustrates the distribution by grade level of all teachers and staff who indicated which grade they primarily work with as well as the distribution of only those staff who indicated that they were teachers.

The age distribution among the Pennsylvania charter school teachers indicates that they have a rather typical age distribution for classroom teachers, although on the whole they are younger than teachers in the traditional public schools. Among only classroom teachers (n=214), only a half percent was less than 20,

while 50 percent were in their 20s, 23.4 percent were in their 30s, 20.1 perent were in their 40s and 6.1 percent were 50 or older.[1] The classroom aides and teacher assistants were still the youngest among the various groups of staff, while the CAOs/directors were considerably older.

From the data we collected from charter school teachers/staffs, we determined that 52.8 percent were white, 37.7 percent African American, 8 percent Hispanic, 0.9 Asian or Pacific Islanders, and 0.5 percent Native American Indians. In terms of gender differences, 69.5 percent of the teachers and staff were females, and 30.5 percent were males. Among the CAOs/directors there was an even balance between males and females.

Table 3:1 Role and Amount of Formal Education

Role	Did not complete high school	Completed high school	Less than 4 years of college	College graduate BA/BS	Graduate courses, no degree	Graduate/ professional degree	Total (N)
Teacher	0.0%	0.50%	1.4%	46.4%	23.2%	28.4%	100% (211)
Teaching assistant	2.0%	22.4%	36.7%	24.5%	10.2%	4.1%	100% (49)
Specialist	0.0%	0.0%	0.0%	21.7%	17.4%	60.9%	100% (23)
CAO/Principal	0.0%	0.0%	0.0%	20.0%	10.0%	70.0%	100% (20)
Other	2.4%	20.2%	29.0%	18.5%	12.9%	16.9%	100% (124)
Total	0.9%	8.9%	13.3%	33.3%	17.7%	25.9%	100% (427)

Table 3:2 Role and Highest Academic Degree

Role	Bachelors	Masters	5- or 6-year cert.	Doctorate	Total
Teacher	82.5%	14.4%	2.5%	0.6%	100% (485)
Teaching assistant	85.7%	9.5%	4.8%	0.0%	100% (21)
Specialist	55.1%	34.7%	8.2%	2.0%	100% (49)
CAO/Principal	37.0%	44.4%	3.7%	14.8%	100% (27)
Other	75.9%	20.7%	3.4%	0.0%	100% (29)
Total	78.1%	17.5%	3.1%	1.3%	100% (611)

Note: Figures based upon weighted sample of teachers and staff. There were 117 surveys with missing data, because a considerable portion of the teaching assistants and staff in the "other"category did not complete a BA degree.

In terms of formal education, the charter school staff appear to be well qualified (see Tables 3:1 and 3:2).

[1] These data can be contrasted with Michigan where nearly 50 percent of teachers were in their 20s, 24 percent in their 30s, 21 percent in their 40s, and 7.1 percent were 50 or over; or with Connecticut's charter schools where 27 percent were in their 20s, 27.5 percent were in their 30s, 24 percent were in their 40s, and 21 percent were 50 or older.

Among those 212 staff who had completed a university degree, 59.6 percent had a BA as their highest college degree, 26.3 percent had an MA, 3 percent had a 5- or 6-year certificate, and 8.8 percent had a Ph.D. Thirty percent of the staff were working toward another degree. For the most part (i.e., 64.2 percent) they were working toward an MA.

An item on the teacher/staff questionnaire that provided a related indicator of attrition was the question "Do you plan (hope) to teach here next year?" Three-quarters of the staff indicated that they wished/intended to return during the next school year. Based on conversations with some school leaders, it appears that the level of attrition at some of the charter schools was extremely high, while at other schools nearly all professional staff were returning.

Table 3:3 Years of Experience by Role and in Various Types of School

	Private School		Parochial School		Charter School		Public School		Total Yrs. of Experience*	
	Mean	STD	Mean	STD	Mean	STD	Mean	STD	Mean	STD
Teacher	1.21	2.53	0.42	1.69	1.11	0.39	1.79	2.73	4.52	3.75
Teaching assistant	0.42	1.07	0.44	1.74	1.04	0.38	1.42	2.54	3.31	3.40
Specialist	0.57	1.59	0.96	3.25	1.00	0.43	3.57	6.93	6.09	7.27
Principal/director	3.00	5.65	0.25	1.12	1.25	0.44	6.75	7.50	11.25	9.54
Other staff	0.93	2.77	0.31	1.93	1.08	0.72	2.23	5.00	4.56	5.92
Total, all teacher/staff	1.07	2.68	0.41	1.85	1.09	0.51	2.18	4.20	4.75	5.21

* Total years of experience as an educator in the school types/roles listed in the table

About 31 percent of the accrued experience was in private and or parochial schools. On average, the teachers and staff had 4.75 years of experience as educators. It is interesting to note that the gap between the teachers and CAOs/directors was so small. This is another piece of evidence that would suggest that teachers and school leaders are relatively equal in this reform. While Pennsylvania charter school teachers are relatively older than charter school teachers in other states, their level of formal education and amount of working experience is rather similar to charter school teachers in other states.

Mission of the school. All but 15 staff members (3.5 percent) indicated that they were aware of the school's mission. Of those who indicated they were familiar with the mission of the school, 28.7 percent thought the mission was being followed "very well," while 41.7 percent thought it was being followed "well," 25.8 percent "fair," and 3.8 percent "not very well." These figures indicate a general satisfaction among the teachers and staff in terms of their school's ability to live up to its mission.

In another section of the questionnaire, the staff were asked to rate their level of satisfaction with a number of aspects of the school, including school mission statement. Here, 37.6 percent of the staff indicated that they were "very satisfied" with the mission of their school, while another 38.8 percent indicated that they

were "satisfied" with it. While the teachers and staff were generally quite satisfied with the schools' missions, they were not equally convinced that the schools could fulfill them. Here, nearly 14.4 percent of the staff indicated that they were dissatisfied or very dissatisfied with their school's ability to fulfill its mission, while 26.3 percent were uncertain. Still, 35.8 percent of the staff indicated that their school could fulfill its mission, and 23.5 percent were very convinced that their school could do this.

Table 3:4 Level of Satisfaction with the Mission of the School (N=728)

	Very dissatisfied				Very satisfied	Mean	STD	Don't know	Missing
	1	2	3	4	5				
School mission statement	1.4%	3.6%	18.7%	38.8%	37.6%	4.07	0.91	17	12
Ability of school to fulfill its stated mission	5.2%	9.2%	26.3%	35.8%	23.5%	3.63	1.10	15	10

When comparing the two items in Table 3:4, note a significant difference in level of satisfaction in terms of the school's ability to fulfill its mission ($Z = -9.554$, $p=0.00$).[2] Hence, there is a significant difference between the "ideal school" represented by the school mission and the "actual school" represented by the perceived ability of the school to fulfill its stated mission. Over time, it will be interesting to trace the difference between these two indicators. Since all but 4 schools were in their first year of operation, these results are not surprising. After 3 or more years of operation, however, one should expect that the staff's belief in their school's ability to fulfill its mission would increase substantially.

Working Conditions for Teachers and Staff

The quality of school facilities varied extensively among the charter schools. Therefore, it was not surprising to see an even split in the responses from teachers and staff concerning the quality of their school's facilities. Approximately 40 percent of the staff were satisfied or very satisfied with the school buildings and facilities. On a related item, 32.6 percent of the teachers and staff agreed or strongly agreed that the physical facilities were good, while the rest were either not satisfied with the facilities or were uncertain.

The results from the surveys indicate that the schools vary widely in the quality of their facilities and the availability of resources. This was also confirmed in site visits and interviews. Just over 40 percent of the teachers and staff indicated that they thought their school had sufficient financial resources. On a related item, 46 percent of the teachers and staff indicated that they were satisfied with the resources available for instruction.

[2]Wilcoxon signed ranks test was used to analyze the difference between these two variables. This nonparametric procedure tests the hypothesis that the two related variables have the same distribution. It makes no assumptions about the shapes of the distributions of the two variables.

Thirty-five percent of the teachers and staff were satisfied or very satisfied with the salaries they received, while 30.7 percent were either dissatisfied or very dissatisfied with their salaries. A large proportion of the staff (34 percent) indicated that they were neither satisfied nor dissatisfied with their salaries. The teachers and staff were generally more satisfied with the fringe benefits than with salary.

A number of items in the questionnaire addressed class size. It was clear that this was an important reason for seeking employment at the charter school and an aspect of the schools with which the teachers were particularly interested but not yet necessarily satisfied.

While a majority of staff indicated they were not insecure about their future at their particular school, 25 percent of the teachers and staff indicated otherwise. It is not clear if this insecurity is due to uncertainty about the charter school reform or due to the role of the particular school in its community and its ability to live up to its mission. Similarly, 24.7 percent of the teachers and staff indicated that they did not plan/hope to be teaching in that particular school next year, as compared with 75 percent who intended to return. Unlike findings in Michigan and Connecticut, most teachers and staff reported that they did not have many noninstructional duties in addition to their teaching load.

Expectations of Teachers and Staff

A number of identical items were used in the surveys to examine and compare the charter school staffs' "initial expectations" as opposed to "current experience" (See Appendix B, Question 16). In general, it is clear that the teachers and other staff were content with their schools and satisfied with the services they provide. It is interested to note, however, that there were statistically significant differences between what was initially expected and what the educators were currently experiencing on all variables. What the staff were reporting as "current experience" was significantly less positive than their "initial expectations."[3]

The biggest differences between initial expectations and current experience were on the following items:

The school will have/has effective leadership and administration.
Teachers will be able to influence the steering and direction of the school.
Support services will be/are available to students.
Parents will be/are able to influence the direction and activities at the school.
Students will receive/receive sufficient individual attention.

This does not infer that teachers and staff were not satisfied with these aspects of their school. Rather, it

[3] Because these questions are actually nonparametric in nature and the variables are ordinal, the marginal homogeneity test was used to compare the paired distribution of responses. This also found significant reductions in expectations on all items ($p = .001$).

infers that they had high expectations in these areas that did not correspond with what they were currently experiencing

Factors Influencing Teachers/Staff to Seek Employment at Their Charter School

A number of possible reasons for the teachers and staff to seek employment at the charter school were listed, and the staff were asked to rate each reason on a 5-point scale according to how relevant each reason was in influencing their decision to seek employment at the charter school. (Table 3:5 includes a rank ordered list of the results on this question.)

Table 3:5 Reasons for Seeking Employment at This School (Rank Ordered According to Means)

	Not important				Very important	Mean	STD	N	Missing
	1	2	3	4	5				
My interest in being involved in an educational reform effort	4.0%	4.2%	13.4%	29.3%	49.1%	4.15	1.06	426	21
Opportunity to work with like-minded educators	4.0%	3.0%	18.2%	30.1%	44.8%	4.09	1.05	429	18
This school has small class sizes	5.4%	6.1%	16.9%	30.6%	40.9%	3.96	1.15	425	22
Safety at school	6.3%	6.1%	20.7%	23.5%	43.4%	3.92	1.20	429	18
Promises made by charter school's spokespersons	7.4%	7.2%	26.7%	24.4%	34.3%	3.71	1.22	431	16
Academic reputation (high standards) of this school	9.6%	4.9%	26.3%	25.6%	33.6%	3.69	1.25	426	21
Parents are committed	11.5%	9.4%	24.6%	21.1%	33.5%	3.56	1.34	427	20
More emphasis on academics as opposed to extracurricular activities	9.1%	7.9%	32.0%	27.6%	23.4%	3.48	1.19	428	19
Convenient location	24.8%	14.4%	22.5%	15.8%	22.5%	2.97	1.48	436	11
Difficulty to find other positions	38.6%	13.0%	21.6%	12.3%	14.5%	2.51	1.46	422	25

Among the most important factors for seeking employment in charter schools was the interest in an educational reform effort, and the opportunity to work with like-minded educators. These are two intrinsic factors. A number of factors that suggest a better working environment were also found to be important in influencing decisions to seek employment at the charter schools; for example, working with small classes, safety at school, and high academic standards. Nevertheless, just over 26 percent of the teachers agreed or strongly agreed that "difficulty in finding other positions" was an important factor in seeking their position.

The complete set of results for all teachers and staff is found in Appendix B.

4. Results from Student Surveys

Sampling of Students

Only students in Grades 5 and above were included in the survey. Eight of the 31 schools were not included since they did not have any students enrolled in Grades 5 or higher. A total of 923 students were included in the study. In the selected classes, all students were targeted, but 98 students were either absent or not present during the administration of the surveys and therefore were not included. This makes for a total response rate of 90.4 percent. One school had a noticeably low response rate due to difficulties in corresponding with students who had to be sampled though the mail.

The aim of the sampling was to select at least 3 classes per school and include at least 40 students at each school. In some cases the number of students was fewer than 40, but 100 percent of the students in Grade 5 and above were targeted. When possible, 1 class at 3 different grade levels was selected at Grades 6 and above. If it was not possible to obtain a sufficient sample of students between Grades 6-12, a class of Grade 5 students was selected. To the extent possible, an effort was also made to select classes instructed by different teachers and classes that represented different subject areas. Only classes required by all students were sampled in order to avoid selection bias.

Members of the evaluation team administered the surveys to students. First they read general instructions and then explained the items that some students typically have trouble with. For classes at Grades 5 and 6, the survey administrator read through the survey item by item as the students completed the work. All members of the evaluation team received a handbook with instructions and support materials for the data collection before the work started. Additionally, in-service training was provided to new members of the evaluation team before they visited schools on their own.

Description of the Sample

Grade and age of students. Students taking part in the survey were rather evenly divided between the middle and high school levels as well across the specific grade levels, although Grades 8, 11, and 12 were somewhat underrepresented, with each having fewer than 60 students. The average age of the students sampled was 13.7 years. The students ranged from 9-20 years in age, although one student reported being only 9 years of age. The students were rather evening distributed by age, although only 47 students were between the ages of 18 and 20.

Gender and ethnicity. The students were fairly evenly distributed by gender with 48.6 percent females and 51.4 percent males. Minorities, which account for 75 percent of the charter school enrollments, are obviously highly represented in Pennsylvania's charter schools. Among the sampled students the largest group by race were Blacks with 53.5 percent, followed by whites with 25.8 percent, Hispanics with 14.3 percent, Native Americans with 3.4 percent, and Asian/Pacific Islanders with 3 percent. Because the charter schools are highly concentrated in urban areas, and particularly in Philadelphia, we can expect a large proportion of students from minority backgrounds.

Highest level of education you plan to complete. The students were asked about the highest level of education they planned to complete. They were asked to choose between the following categories: High School, 2-Years of College, 4-Years of College, Graduate School, Not Sure Yet. These categories were explained to the students and examples of careers requiring the specific level of schooling were provided. Only 3.8 percent of sampled students expected to stop their schooling after high school, while 8 percent planned to complete a 2-year degree and 35.6 percent planned to complete a 4-year degree. Approximately 30 percent planned to go on to graduate school, which was explained to the students to include training after the bachelors degree that included a masters, doctoral, or professional degree. Not surprisingly, nearly a quarter of the students were still not sure about their future school/training plans beyond high school.

Length of enrollment. Eighty-eight percent of the students reported that they had been enrolled in their charter school for one year or less, and 10 percent had been enrolled for 2 years. The students were instructed to count only the years they were enrolled in their school when it was operated as a charter school. However, a number of the schools were private conversion schools; therefore, 1.5 percent of the students reported being enrolled for more than 2 years.

Previous school. Just over 81 percent of the students sampled reported that they had previously attended a traditional public school before enrolling in a charter school. Just over 15 percent reported that they were enrolled in either a private or parochial school before attending the charter school, and only 1 percent of the sampled students were previously home schooled.

In one of the schools operated by a for-profit company, 44 percent of the students reported that they had previously attended a parochial or private schools, and at charter school that was a private school conversion, 37 percent of the students reporting that they had previously attended a private school or parochial school. These figures were corroborated with the results from parents sampled in these schools.

Indicators of the Quality of the School

A number of variables and items in the survey addressed school quality. In this section, these findings are presented and discussed. In the survey, the students were asked if they would recommend to a friend that he/she enroll in their charter school. See Figure 4:1. Fifty percent of the students said they would recommend their school to a friend, while 25 percent said they would not recommend their school and 24.4 percent said they were unsure.

Self-rated performance in previous and current school. The students were asked to self-rate their performance in their previous and current (i.e., charter) schools. They were asked to rate themselves on a predetermined scale including the following categories: Excellent, Good, Average, Poor, and Unsatisfactory. The total distribution of the two variables is displayed in Figure 4:2. As one can see, most

students rated themselves as Average, Good, or Excellent at both their previous school and their current school. Just over 13 percent rated themselves as Poor or Unsatisfactory at their previous school, while this figure dropped to 7.9 percent in their current (charter) school. This indicates that poor performing students are improving in the charter schools, while the differences among the average and high performing students is improving minimally. In order to determine if there are significant differences in the self-rated performance, we used the Wilcoxon Signed Test procedure.[4] The results from this test are included in Table 4:1 below. Although the differences look relatively small in the table, they indicate that most students believed they were performing better at the charter school and this difference was statistically significant (Z= -3.303, p=.001). One could obtain a mean score for the two self-rated performance items across all students. When comparing the means on the two variables, we see that there is a difference of 2.37 for previous school and 2.24 at current school. The mean score on this item decreased at current charter school, which indicates that the students' self-rated performance improved. This difference in means was also found to be statistically significant with the t-test (t=3.32, df=901, p= .001).

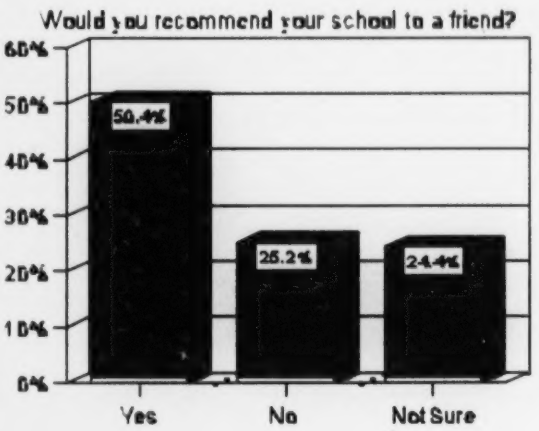

Table 4:1 Results from the Wilcoxon Signed Ranks Test Comparing Self-Rated Performance at Current School Compared to Previous School

		N	Mean Rank	Sum of Ranks
Performance at Current School – Performance at Previous School	Positive Ranks	329 [a]	321.23	105685.00
	Negative Ranks	277 [b]	282.44	78236.00
	Ties	296 [c]		
	Total	902		

[a] Performance at Current School > Performance at Previous School

[b] Performance at Current School < Performance at Previous School

[c] Performance at Current School = Performance at Previous School

[4] *Wilcoxon Signed-Rank Test* is a nonparametric procedure used with two related variables to test the hypothesis that the two variables have the same distribution. This test takes into account information about the magnitude of differences within pairs and gives more weight to pairs that show large differences than to pairs that show small differences. The test statistic is based on the ranks of the absolute values of the differences between the two variables.

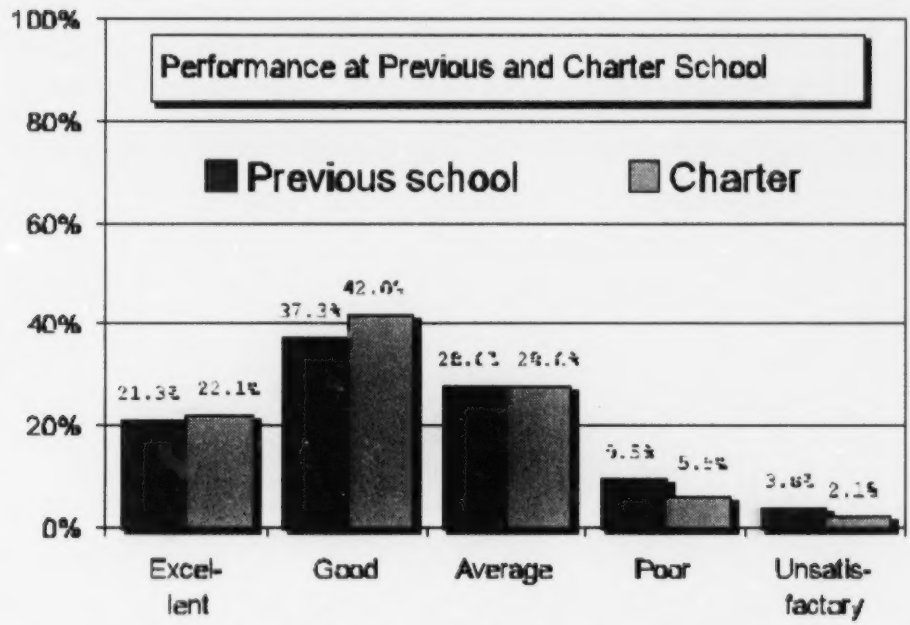

Figure 4:2 Students' self-rated academic performance and previous school and at their current charter school

In order to cross-check the student responses on this important variable, an item was included in the last section of the questionnaire that asked for the same information but in a different format. The students were asked to agree or disagree about a number of statements regarding their charter school and their experiences at the charter school. On one item the students were asked to agree or disagree with this statement: "I think I am learning more here than at the previous school I attended." Fifty-seven percent of the students either agreed or strongly agreed with this statement, but 27.2 percent either disagreed or strongly disagreed and 15.5 percent neither agreed or disagreed.

Interest in school work before and after enrolling in a charter school. The students were asked to compare their interest in schoolwork with their interest at their previous school. Nearly 44 percent of the students said they were more interested in their schoolwork since coming to their charter school, while only 18.6 percent reported they were less interested in their schoolwork and 37.5 percent said their level of interest was unchanged. Figure 4:3 highlights these results.

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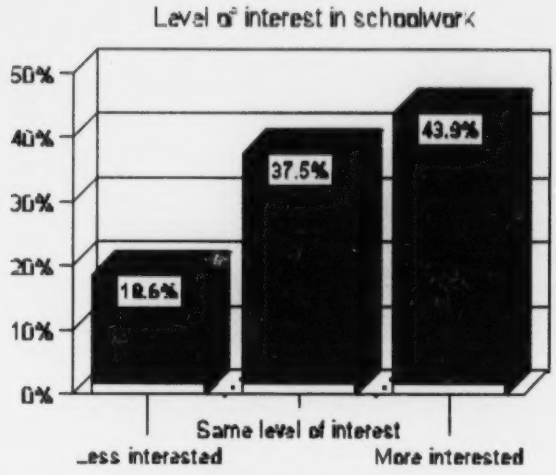

Figure 4:3 Students' self-reported interest in school-work before and after enrolling in a charter school

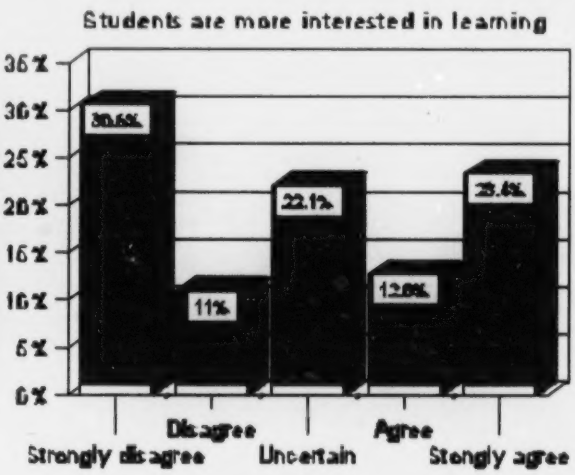

Figure 4:4 Students' perception of their peers' interest in school after enrolling in a charter school

On a related item, 36.2 percent of the students agreed or strongly agreed that the "students at this school are more interested in learning than at the previous school I attended," while 41.6 percent disagreed or strongly disagreed and 22 percent were uncertain. The results illustrated in Figures 4:3 and 4:4 contradict each other, with students reporting a small increase in interest in Figure 4:3 but reporting a slight decrease in interest on the part of their peers in Figure 4:4. While these are only secondary indicators of the quality of the schools and the academic performance of the students, they do not present a convincing picture that the new charter schools are increasing the level of interest of the students they enroll.

The sampled students clearly thought that their parents were satisfied with the school, since 63.3 percent of the students agreed or strongly agreed with the statement "My parents are glad that I attend this school."

While the students noted that their assumption that the teachers at the charter school would be better was an important factor for choosing the school, the students still had somewhat mixed feelings about the quality of the teachers after spending 7-8 months in the classroom. Forty-eight percent of the students agreed or strongly agreed with the statement, "I thought the teachers at this school would be better," while nearly 30 percent disagreed or strongly disagreed with this statement.

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Reasons for Choosing Their Charter School

Table 4:2 Students' Reasons for Choosing Their Charter School, Rank-Ordered by Mean Scores

	Not important 1	2	3	4	Very important 5	Mean	STD
My parents think this school is better for me	13.3%	3.9%	11.2%	14.8%	56.8%	3.98	1.43
This school is safer	29.1%	9.3%	16.2%	10.1%	35.3%	3.13	1.66
We heard that teachers were better in this school	31.4%	10.1%	13.6%	13.2%	31.7%	3.04	1.66
This school has small classes	35.4%	8.3%	14.4%	10.5%	31.4%	2.94	1.69
Teachers at previous school did not help me enough	34.4%	8.3%	17.6%	10.2%	29.4%	2.92	1.65
This school is smaller	42.5%	7.9%	13.7%	9.7%	26.3%	2.69	1.68
I was not doing very well at the previous school	43.5%	6.9%	14.5%	9.2%	25.9%	2.67	1.68
This school has better computers & other equipment	40.8%	11.2%	14.0%	8.9%	25.1%	2.66	1.65
This school has a convenient location	43.3%	11.7%	20.0%	7.1%	17.9%	2.45	1.53
My friends were attending this school	66.3%	9.2%	10.7%	4.2%	9.7%	1.82	1.33

Clearly the most common reason to choose a school was a reference to the parents' choice. Nearly 57 percent of the students rated as "Very Important" that their parents thought the charter school would be better for them. Following this was the item dealing with the perceived improved safety at the charter school.

Analysis of responses was conducted to compare the students in Grades 5-8 and the students enrolled at the high school level. The differences on four of the items were significant. Students at the lower levels were more likely to rate the following reasons as more important than high school students "My parents thought this school is better for me," "This school has better computers and other equipment," and "My friends were attending this school." Smaller school size was seen to be a more important factor for high school students than students at the lower levels.

Two of the reasons listed dealt with the quality of the previous school the students attended: "Teachers at my previous school did not help me enough," and "I was not doing very well at the previous school." Important factors inducing families to choose alternatives to their local public schools are the poor quality of the local school or the lack of appropriate services for students. Nevertheless, these factors were not highly rated as reasons for choosing the charter school among the sampled students.

The two least important reasons for choosing a charter school– convenient location and friends were

attending this school–indicate that the students believed that an active choice was being made because of quality and safety rather than convenience or social concerns.

Other Variables of Interest

Extracurricular activities and choice of courses. The charter schools are obviously not as interested or able to provide the quantity and variety of extracurricular activities for their students that the traditional public schools can. For instance, twice as many students disagreed or strongly disagreed with the statement "This school provides enough extracurricular activities for me" as did those who agreed with this statement. The students were also dissatisfied with the limited choice of courses they had. As one can imagine, high school students were noticeably more dissatisfied with the limited extraccuricular activities and course selection than were the students in Grades 5-8. In terms of the extracurricular activities, this difference was statistically significant.

Computers and technology. In terms of computers and technology, which was not a particularly important factor for the choice of school, the students reported mixed levels of satisfaction. For example, 48 percent of the students agreed or strongly agreed with the statement "I have a computer available at school when I need one," while 36 percent disagreed or strongly disagreed with this statement, and 15 percent were undecided.

Maintaining friendships. A concern for some is that the presence of charter schools will lead to a greater segmentation of communities. In most communities, clear boundaries exist between the staffs of the charter schools and the traditional public schools, but 87.7 percent of the students said they did maintain friendships with students from their previous schools.

Safety. In terms of safety, 48 percent of the students agreed or strongly agreed that they felt safe at their school, while only 31 percent disagreed or strongly disagreed with this and 21 percent were undecided. Related to safety is the relative size of the school and amount and quality of contact with adult figures. While the students did not rate the small size of school or classes as important reasons for choosing the school, they did indicate that safety was an important factor.

The complete set of student results can be found in Appendix C.

5. Results from Parent/Guardian Surveys

Sampling of Parents/Guardians

Between 25 and 35 parents from each school were randomly selected during a visit by a member of the evaluation team in May 1999. The random sample was drawn from a roster of all students. Schools with fewer than 125 students had 25 selected, while schools with between 126 and 150 students had 30 families selected and schools with more than 150 students had 35 sampled. One survey was sent to each sampled family. An effort was made to select families with children enrolled at the various grade levels and classrooms at the charter school.

A checklist containing the names of the selected families was prepared, and survey packages containing a cover letter, questionnaire, and a return envelope were prepared for each family. Each charter school was encouraged to prepare and include its own cover letter in order to make the contact with the families more familiar. The questionnaires were sent home with the students or delivered to the parents by mail.

Upon completion, the questionnaires were returned to the designated person at the school, and the name of the family was checked off the list to denote that the survey was completed and returned. The designated person at each school was instructed not to open any of the sealed envelopes, since this would compromise the confidentiality of the respondents. A follow-up of nonresponding families was conducted at the school. A summary of the results for each school was returned to each school after the data analysis was completed.

This component of the evaluation was optional during the first year. It was not initially scheduled in the evaluation proposal, but representatives of a number of charter schools, along with staff at the Pennsylvania Department of Education, thought parent feedback was quite important and warranted inclusion during the first round of data collection, even though there would not be sufficient time for follow-up before the close of the school year. The schools that were successful in collecting a satisfactory response rate generally returned their surveys between mid-June and early September 1999. Eleven schools were unable to collect and return any or fewer than 15 percent of the targeted sample of families. These schools did not receive the disaggregated results for their own school and were not included in the overall results from parents:

- Archway Charter School of Chester
- Chester Charter School
- Creative Educational Concepts Charter School
- Center for Economics and Law Charter School
- Family Charter School

- Imhotep Charter School
- Philadelphia Community Academy
- Alliance for Progress Charter School
- The Laboratory Charter School
- World Communications Charter School
- YouthBuild Philadelphia Charter School

Typically, a 40 percent response rate has been used as a cutoff point for decisions about including schools in the total sample. Six schools had response rates between 25 percent and 40 percent. Since these schools had large numbers of families targeted and because the results from this subset of schools did not exhibit any noticeable differences from the remainder of the schools, a decision was made to use a 25 percent response rate as a cutoff point. Therefore, 20 of the 31 charter schools were included in the analysis of total student results. Within these 20 schools, 292 of the 577 families sampled returned a completed survey, making the total response rate 50.6 percent. Since participation in the parent survey component of the evaluation was optional during the first year, the overall response from the schools is considered quite good. Appendix A includes specific information about the achieved sample, and Appendix D contains the total results on each item from the 292 parents.

Description of Sampled Parents/Guardians

While the student sample included only schools that had at least one class between Grades 5 and 12, the parent sample included all schools, even those with only early elementary grades. As one might imagine, the parents responding most often were mothers (87.1 percent). Nearly 54 percent of the families were in two-parent homes, while 43.8 percent were in single family homes and 2.4 percent lived in other types of households (e.g., student living with other relatives or residing in state facility). The annual family income for these informants was spread out among the predetermined categories. Over half (54.5 percent) of the parents had annual family incomes between $20,000 and $100,000, with 2.1 percent of the families over $100,000. One-third the families had incomes under $20,000 (19.5 percent between $10,000 and $19,999, and 13.8 percent below $10,000), which clearly indicates that these charter schools are providing educational services to a large number of low-income families.

Parents included in the sample were distributed among the various grades levels, although Grades 7, 8, 11, and 12 were underrepresented, each with less than 4 percent of all parents. Just over 62 percent of the parents had children enrolled at the elementary level (an average of 10.4 percent at each grade between Kindergarten and Grade 6), 19.4 percent had children enrolled at the middle school level (an average of 6.5 percent for each of Grades 6-8), and parents with students enrolled at the high school level accounted for 18.3 percent of all parents returning a questionnaire (an average of 4.6 percent at each grade level, 9-12). The distribution of parents according to ethnicity is included in Table 5:1.

Table 5:1 Sampled Parents and Students by Race/Ethnicity

	Black	Hispanic	Asian/Pacific Islander	Native American Indian	White
Sampled students (N = 280)	53.5%	14.3%	3.0%	3.4%	25.8%
Sampled parents (N = 188)	47.8%	7.6%	1.4%	0.4%	42.8%

The parent sample has fewer minorities than the student sample due to three possible reasons. One is that the schools that provide lower elementary grades, which were not included in the student sample, cater to more nonminority parents. Another possible reason is that the schools that did not obtain a sufficient response rate and were excluded from the sample contained more minority families. A final reason is that the minority families were underrepresented in the sample because they were less likely to complete and return the survey. It is important to point out that the parent survey was made available in English and Spanish but not in other languages, and some schools have a high proportion of parents who do not have English or Spanish as their first language.

The level of formal education of the sampled parents varied considerably, with 8.9 percent of the parents indicating that they had not completed high school. Twenty-nine percent of the parents ended their formal schooling after graduating from high school, 28.9 percent completed less than 4 years of college, 14.6 percent obtained a bachelors degree, 7.1 percent had a BA plus some graduate courses, and 11.1 percent completed a graduate or professional degree.

In terms of the amount of time parents volunteered to work at the school, it was interesting to find that 71.5 percent of the parents reported that they did not volunteer at all or to a very limited degree (i.e., less than 3 hours per month). On the other hand, a much smaller proportion of the parents reported volunteering quite extensively. Seventeen percent of the parents volunteered between 4 and 6 hours per month, 1.4 percent volunteered between 7 and 9 hours per month, 2.4 percent volunteered between 10 and 12 hours, and 8 percent volunteered more than 12 hours per month. One would expect even more extensive parent voluntary involvement, since most of the schools apparently formally require that parents volunteer at the school (64.4 percent of the parents reported that voluntary work was required).

The average distance from home to the charter school was 4.3 miles, while the average distance to the nearest applicable traditional public school was 2.2 miles. Distance to the school should not be a large deterrent for parents, since transportation is supposed to be provided in the same manner as transportation is provided to other schools in the district. Nevertheless, since many charter schools are still wrestling with arrangements for transportation, the considerably longer distance to the charter schools indicates a high level of commitment on the part of parents.

Nearly three-quarters of the sampled parents indicated that before choosing a charter school their child(ren) attended a public. Private or parochial schools accounted for 18.7 percent and only 1.1 percent indicated that their child(ren) were previously home-schooled. Figure 5:1 illustrates the data on this item.

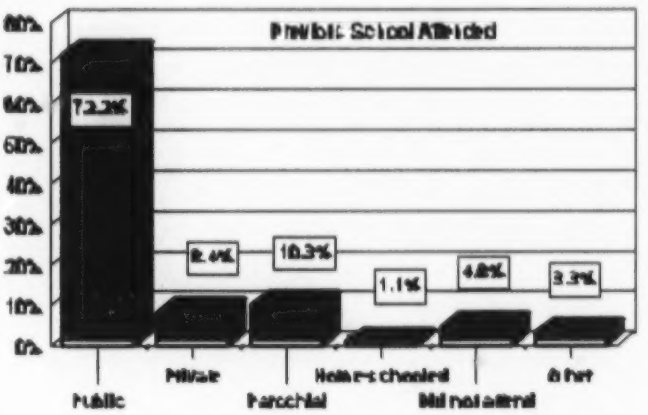


Figure 5:1 Previous School Attended Before Enrolling in a Charter School as Identified by Sampled Parents

Factors Influencing Parents to Choose a Charter School

In the parent surveys, 91.3 percent reported that they were aware of the school's mission. In the same survey, the parents indicated that the following 6 factors were most important (highest mean rating when 1 = Not Important to 5 = Very Important) in deciding to enroll their child in a particular charter school. [The mean rating on the 5-point scale is shown in parentheses for each item.]

1. Good teachers and high quality of instruction (4.52)
2. Safety for my child (4.39)
3. Emphasis and philosophy of this school (4.25)
4. Academic reputation (high standards) of this school (4.23)
5. More emphasis on academics than extracurricular activities (4.08)
6. Promises made by charter school's spokespersons (4.04)

The lowest rated 6 factors, among the 15 options to which the parents could respond, are listed:

1. Recommendations of teacher/official at my child's previous school (2.49)
2. Child was performing poorly at previous school (2.78)
3. Convenient location (2.95)
4. Preference for a private school but could not afford it (3.00)
5. Good physical facilities (3.08)
6. Child has special needs that were not being met at previous school (3.27)

As one can see from these results, some parents chose a charter school because of what they did not like at their local traditional public school, while other parents chose a charter school because of what was

being promised. Appendix D contains the complete results on the 15 items that parents rated regarding reasons for choosing their charter school. A number of state and national charter school studies suggest that the reasons parents choose a charter school are equal to what exists or is found at the charter school. It is important, however, to distinguish between reasons for choosing and what actually exists at the charter school, especially since most of the schools were in their first year of operation when parents actually chose, so they would have had limited information about the quality of instruction to be offered. In order to differentiate between what parents expected and what the school actually provides, a portion of the parent questionnaire was designed to have parents rate their initial expectations and contrast this with what they currently perceived or were experiencing at the charter school.

Parents' Expectations vs. Current Experiences

Parents sending their children to a charter school had high expectations for the school. Table 15 in Appendix D illustrates the distribution of responses on these items. In all categories where we solicited information on parents' initial expectations and current experience, we found significant decreases. The largest disparities between initial and current expectations were regarding the school leadership/administration, quality of instruction, and individual attention for students. The majority of parents were still satisfied with these areas, but what distinguishes them is that the parent's initial expectations were strikingly and statistically significantly higher than their current experiences.

The complete set of parents results can be found in Appendix D.

6. Summary of Data Collection Activities to Date and Plans for the Next Year

All schools were visited for data collection between May 17 and early June 1999. The fieldwork went rather smoothly, and most schools were prepared and eager to work with us. At a few schools, however, the level of cooperation from school representatives was minimal. During the school visits questionnaires were administered to students, teachers/staff, and parents/guardians. An interview was conducted with the CAO, and documentation, where available, was collected about the school.

After processing and scanning the surveys, the data were disaggregated and sorted by school. Descriptive statistics were used to analyze the data (i.e., largely frequencies, means, standard deviations). Templates were developed for reporting the results back to each school. After compiling profiles on the surveys for the schools, the results were formatted for Acrobat Reader and printed. All the results were shared with the schools and with PDE. The parent and teacher results for some schools was delayed because the results were received quite late.

As the surveys were collected and returned to The Evaluation Center, all of the open-ended responses were typed up and recorded in a separate database. At the end of the summer, the written comments from teachers/staff, parents, and students were returned to each school. All comments were stripped of identifying information in order to assure the anonymity of the respondents

A web site for the evaluation project was developed to facilitate communication with the various stakeholders. This web site contains information about the evaluation plan, instruments used in data collection, and general information about the schools included in the study.

Plans for the Next Year

During the Autumn of 1999, the next round of site visits to schools will start. The purpose of the visits is to collect information about innovative or unique aspects of the schools, as well as to inquire about evidence of success according to the school mission statement. Interviews will take place with the CAO and other staff and students, where appropriate.

During February and March 2000 all schools will be visited for the purpose of administering and collecting questionnaires. Both the charter school surveys, which were administered in May 1999, and the School Climate Survey will be used. Interviews of staff and focus groups of students and parents will also be scheduled.

After collecting and analyzing the school-based data, as well as the state totals, the results will be returned to the schools. The final report for the initial study will also include an analysis of centrally collected data regarding school characteristics and student performance.

This initial study is a key research component of Pennsylvania's overall accountability plan for charter schools. The analysis of centrally collected data as well as the qualitative and quantitative data we collect in the schools will provide information and feedback essential for improvements by each school as well as feedback and recommendations for policymakers who are responsible for the legislative and regulatory framework under which the charter schools operate.

The contents of this report may best be used by stakeholders and other interested parties as a basis for understanding the initial results and an indication of early successes and challenges of this important education reform effort. The final report of this study, which will be submitted in September 2000, will provide clear statements about the successes of the schools and the problems they face, as well as recommendations about the overall initiative based on discernable successes and weaknesses.

Appendices

Appendix A Information on Samples and Response Rates

Appendix B Summary of Survey Results from Teachers and Staff

Appendix C Summary of Survey Results from Students (Grades 5-12)

Appendix D Summary of Survey Results from Parents and Guardians

Appendix A Pennsylvania Charter School Survey Samples and Respo

ID	School Name	CSS Parents			CSS Teachers/Staff			CSS Students		
		Total sample	Total response	Response rate %	Total sample	Total response	Response rate %	Total sample in selected classes	Total response	Response rate %
1	Manchester Academy CS, Pittsburgh (Grades K-6)	25	18	72.0%	25	20	80.0%	30	28	93.3%
2	Northside Urban Pathways CS, Pittsburgh (Grades 6-10)	25	15	60.0%	22	22	100.0%	45	40	88.9%
3	Urban League of Pittsburg CS (Grades K-3)	24	22	91.7%	15	15	100.0%			_
4	Mosaica Academy Charter School (Grades K 6)	35	19	54.3%	42	38	90.5%	50	48	96.0%
5	Centre Learning Community CS, State College (Grades 5-6)	25	18	72.0%	9	7	77.8%	48	46	95.8%
6	Nittany Valley Charter School, State College (Grades 1-8)	35	29	82.9%	8	8	100.0%	21	19	90.5%
7	Chester County Family Academy CS, West Chester (Grades K-2)	25	7	28.0%	6	5	83.3%			_
8	Sylvan Heights Science CS, Harrisburg (Grades K 2)	24	14	58.3%	14	14	100.0%			_
9	Archway CS of Chester Chester (Grades K-4)	35_	0_	_	25	11	44.0%			_
10	Chester Charter School Chester (Grades K-5)	30_	4_	_	22	9	40.9%	32	28	87.5%
11	Creative Educational Concepts CS, Chester (Grades K-6)	_	_	_	_	_	_	24	22	91.7%
12	Village CS of Chester-Upland, Chester (Grades K-9)	35	9	25.7%	21	20	95.2%	43	40	93.0%
13	GECAC Community CS, Erie (Grades K-4)	35	27	77.1%	30	29	96.7%			_
14	Northeast CS, Eynon (Grades 9-12)	25	7	28.0%	10	9	90.0%	40	34	85.0%
15	LaAcademia: The Partnership CS, Lancaster (Grades 6-8)	25	14	56.0%	11	11	100.0%	42	38	90.5%

ID	School Name	CSS Parents			CSS Teachers/Staff			CSS Students		
		Total sample	Total response	Response rate %	Total sample	Total response	Response rate %	Total sample in selected classes	Total response	Response rate %
16	Keystone Education Center CS, Greenville (Grades 6-12)	30	13	43.3%	24	23	95.8%	41	34	82.9%
17	SUSQ-Cyber CS, Milton (Grades 9-12)	35	11	31.4%	3	3	100.0%	32	13	40.6%
18	Center for Economics and Law Charter School, Philadelphia (Grades 9-	25_	0_	_	11	7	63.6%	55	52	94.5%
19	Eugenio Maria De Hostos, Philadelphia (Grades 4-6)	25	7	28.0%	14	13	92.9%	54	51	94.4%
20	Family Charter School, Philadelphia (Grades K-2)	25_	2_	_	12	8	66.7%			_
21	Imhotep Charter School, Philadelphia (Grades 9-10)	35_	0_	_	17	11	64.7%	62	59	95.2%
22	Multi-Cultural Academy Charter School, Philadelphia (Grades 9-	24	10	41.7%	12	9	75.0%	56	56	100.0%
23	Philadelphia Community Academy, Philadelphia (Grades 6-12)	35_	0_	_	28	22	78.6%	82	73	89.0%
24	Philadelphia Harambee Institute CS, Philadelphia (Grades 1-8)	35	9	25.7%	21	11	52.4%	56	52	92.9%
25	Alliance for Progress Charter School, Philadelphia (Grades K-	30_	4_	_	15	11	73.3%			_
26	The Laboratory Charter School, Philadelphia (Grades K-6)	35_	0_	_	36	23	63.9%	37	34	91.9%
27	The Preparatory Charter School, Philadelphia (Grade 9)	30	13	43.3%	11	5	45.5%	45	40	88.9%
28	West Oak Lane Charter School, Philadelphia (Grades K-4)	35	23	65.7%	48	27	56.3%			_
29	World Communications CS, Philadelphia (Grades 6-10)	35_	4_	_	24	8	33.3%	63	59	93.7%
30	YouthBuild Philadelphia Charter School, Philadelphia (Grade 12)	30_	0_	_	48	28	58.3%	22	18	81.8%
31	Ridgeview Academy CS, Latrobe, (Grades 7-12) 724/537-9110	25	7	28.0%	25	20	80.0%	41	39	95.1%
	TOTALS	577	292	50.6%	609	447	73.4%	1021	923	90.4%

School Name: **TOTALS FOR ALL CHARTER SCHOOLS**

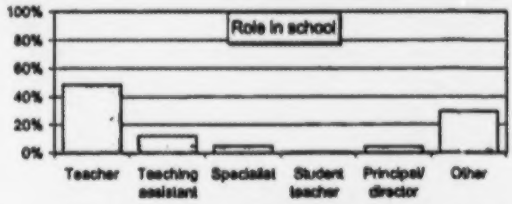
WMU Charter School Survey

Informant Group: **Teachers/Staff (N=447) ***

Descriptive statistics

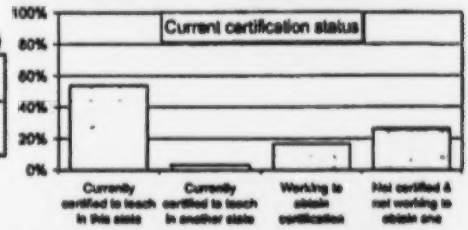
1. What is your role at this school?

	Teacher	Teaching assistant	Specialist	Student teacher	Principal/ director	Other	Total	Missing
N	216	55	23	1	20	131	446	1
%	48.4%	12.3%	5.2%	0.2%	4.5%	29.4%	100.0%	



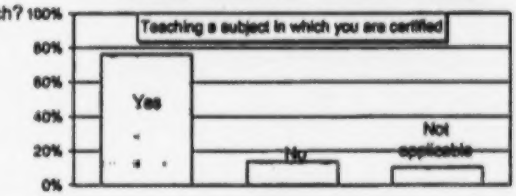
2. What is your current teaching certification status? (Teachers only n=214)

	Currently certified to teach in this state	Currently certified to teach in another state	Working to obtain certification	Not certified and not working to obtain certification	Total
N	220	13	68	108	409
%	53.8%	3.2%	16.6%	26.4%	100.0%



3. Are you teaching in a subject area in which you are certified to teach? (Classroom teachers only, n=214)

	Yes	No	Not applicable	Total
N	163	29	22	214
%	76.2%	13.6%	10.3%	100.0%

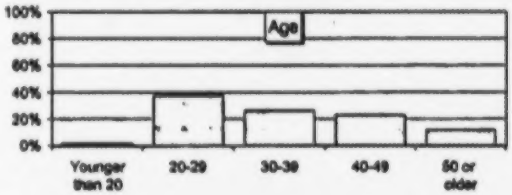


4. With which grade do you mostly work?

	Grade Level															
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Not applicable	Total	Missing
N	37	40	29	21	20	12	24	12	8	36	22	9	19	151	440	7
%	8.4%	9.1%	6.6%	4.8%	4.5%	2.7%	5.5%	2.7%	1.8%	8.2%	5.0%	2.0%	4.3%	34.3%	100.0%	

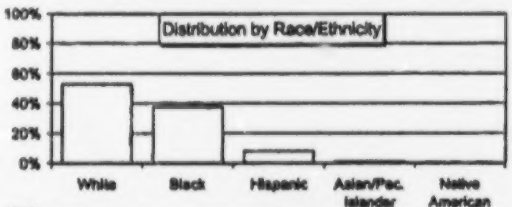
5. What is your age? (all staff)

	Younger than 20	20-29	30-39	40-49	50 or older	Total	Missing
N	8	166	116	101	53	442	5
%	1.4%	37.6%	26.2%	22.9%	12.0%	100.0%	



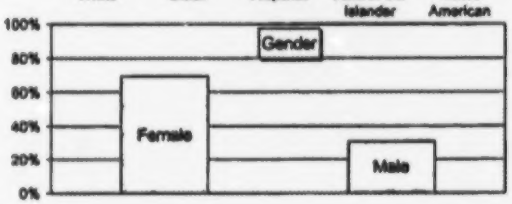
6. What is your race/ethnicity?

	White	Black	Hispanic	Asian/Pac. Islander	Native American	Total	Missing
N	224	160	34	4	3	424	23
%	52.8%	37.7%	8.0%	0.9%	0.5%	100.0%	



7. What is your gender?

	Female	Male	Total	Missing
N	299	131	429	18
%	69.5%	30.5%	100.0%	



* Except for questions 2 and 3, all results are based on all teachers and staff at the schools.

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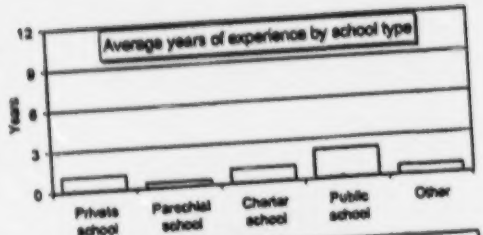
8. How many years of experience have you had in each of these types of schools?

	Private school	Parochial school	Charter school	Public school	Other	Total	Total (excluding "other")
Mean	1.07	0.41	1.09	2.18	0.85	5.40	4.75
STD	2.68	1.85	0.51	4.20	1.82	5.44	5.21

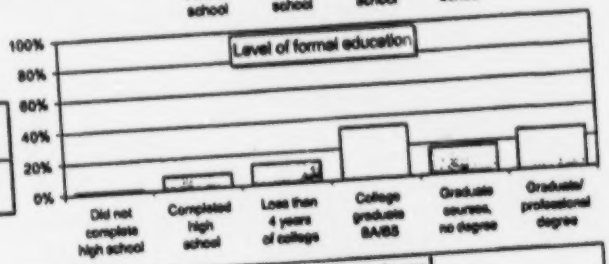
9. Years at current school?

Years at current school
1.23
0.90



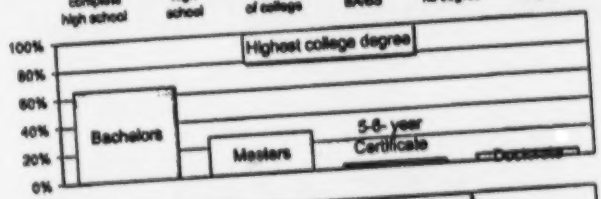
10. How much formal education have you had?

	Did not complete high school	Completed high school	Less than 4 years of college	College graduate BA/BS	Graduate courses, no degree	Graduate/ professional degree	Total	Missing
N	4	38	57	143	78	111	429	18
%	0.9%	8.9%	13.3%	33.3%	17.7%	25.9%	100.0%	



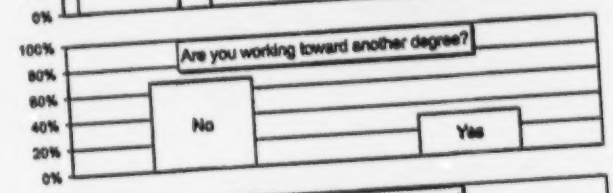
11. What is the highest college degree you hold?

	Bachelors	Masters	5-6- year Certificate	Doctorate	Total	Missing
N	218	92	9	14	331	116
%	65.9%	27.8%	2.7%	4.2%	100.0%	



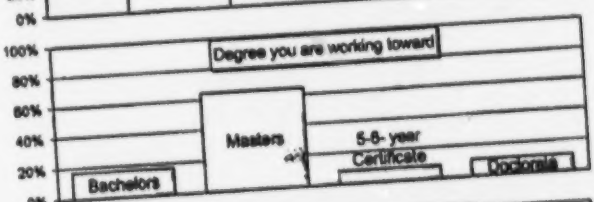
12a. Are you working toward another degree at this time?

	No	Yes	Total	Missing
N	289	133	422	25
%	68.5%	31.5%	100.0%	



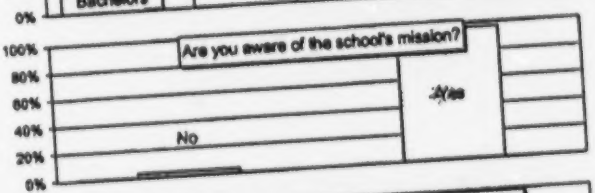
12b. If yes, what degree?

	Bachelors	Masters	5-6- year Certificate	Doctorate	Total	Missing
N	23	86	11	14	134	313
%	17.2%	64.2%	8.2%	10.4%	100.0%	



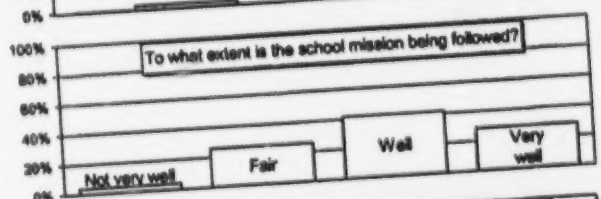
13a. Are you aware of the school's mission?

	No	Yes	Total	Missing
N	15	419	434	13
%	3.5%	96.5%	100.0%	



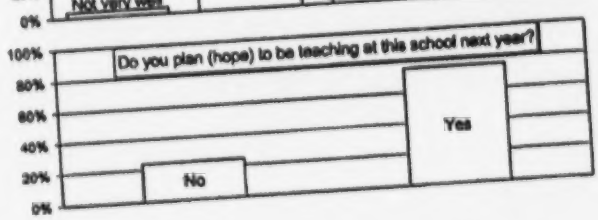
13b. If yes, to what extent is the mission being followed by the school?

	Not very well 1	Fair 2	Well 3	Very well 4	Total	Missing
N	16	109	176	121	423	25
%	3.8%	25.8%	41.7%	28.7%	100.0%	



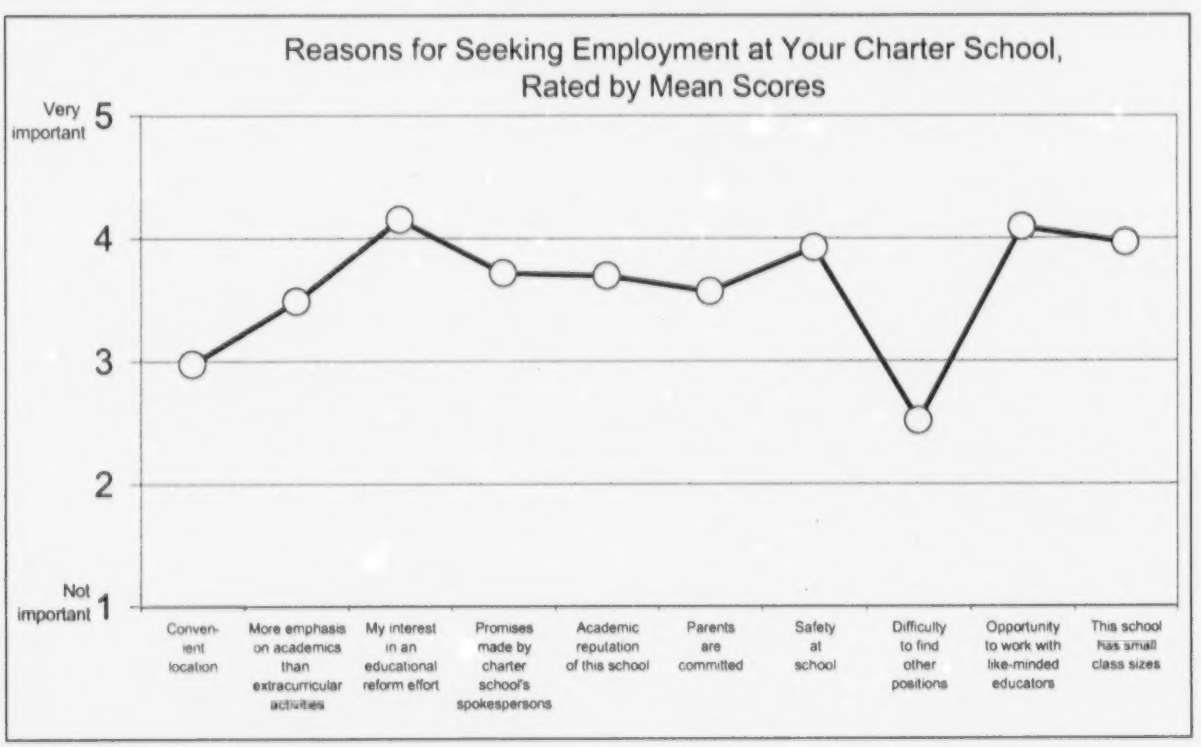
14. Do you plan (hope) to be teaching at this school next year?

	No	Yes	Total	Missing
N	99	302	401	46
%	24.7%	75.3%	100.0%	



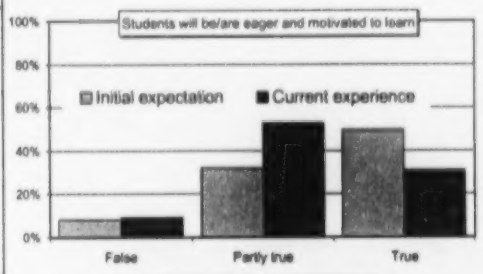
15. Rate the importance of the following factors in your decision to seek employment at this school.

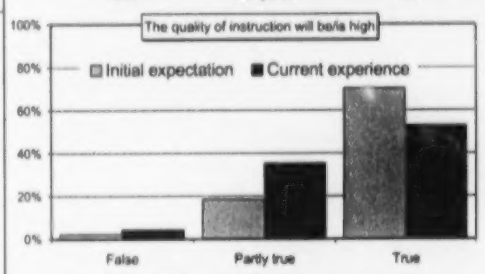
	Percentages								
	Not important 1	2	3	4	Very important 5	Mean	STD	N	Missing
Convenient location	24.8%	14.4%	22.5%	15.8%	22.5%	2.97	1.48	436	11
More emphasis on academics as opposed to extracurricular activities	9.1%	7.9%	32.0%	27.6%	23.4%	3.48	1.19	428	19
My interest in being involved in an educational reform effort	4.0%	4.2%	13.4%	29.3%	49.1%	4.15	1.06	426	21
Promises made by charter school's spokespersons	7.4%	7.2%	26.7%	24.4%	34.3%	3.71	1.22	431	16
Academic reputation (high standards) of this school	9.6%	4.9%	26.3%	25.6%	33.6%	3.69	1.25	426	21
Parents are committed	11.5%	9.4%	24.6%	21.1%	33.5%	3.56	1.34	427	20
Safety at school	6.3%	6.1%	20.7%	23.5%	43.4%	3.92	1.20	429	18
Difficulty to find other positions	38.6%	13.0%	21.6%	12.3%	14.5%	2.51	1.46	422	25
Opportunity to work with like-minded educators	4.0%	3.0%	18.2%	30.1%	44.8%	4.09	1.05	429	18
This school has small class sizes	5.4%	6.1%	16.9%	30.6%	40.9%	3.96	1.15	425	22

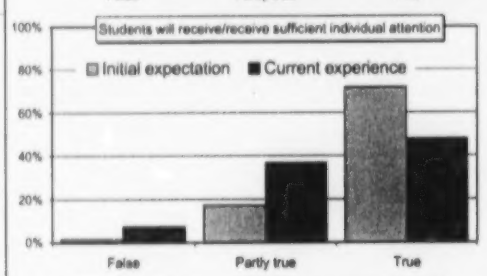

Reasons for Seeking Employment at Your Charter School, Rated by Mean Scores
Very important 5
4
3
2
Not important 1
Convenient location
More emphasis on academics than extracurricular activities
My interest in an educational reform effort
Promises made by charter school's spokespersons
Academic reputation of this school
Parents are committed
Safety at school
Difficulty to find other positions
Opportunity to work with like-minded educators
This school has small class sizes

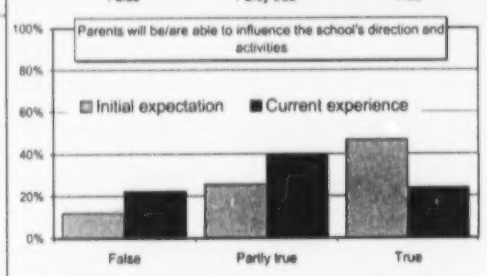
16. Rate each of the following statements as to what you expected when you first began working at this school (initial expectation)and how you would rate it today (current experience).

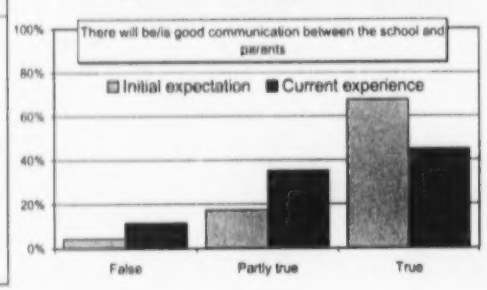
	Initial Expectation							Current Experience						
	False 1	Partly True 2	True 3	Mean	STD	Don't know	Mis-sing	False 1	Partly true 2	True 3	Mean	STD	Don't know	Mis-sing
Students will be/are eager and motivated to learn	8.3%	32.2%	49.9%	2.46	0.66	26	17	9.2%	53.0%	30.9%	2.37	0.69	9	22
The quality of instruction will be/is high	2.2%	18.6%	70.2%	2.75	0.49	18	22	4.3%	35.3%	53.0%	2.45	0.72	11	22
Students will receive/ receive sufficient individual attention	1.3%	17.2%	71.8%	2.78	0.45	21	22	7.4%	36.9%	47.9%	2.39	0.71	9	26
Parents will be/are able to influence the direction and activities at the school	12.1%	25.5%	46.5%	2.41	0.73	49	22	22.1%	39.8%	23.7%	2.62	0.61	37	27
There will be/is good communica-tion between the school and parents/ guardians	4.3%	17.4%	67.6%	2.71	0.55	26	22	11.4%	35.3%	45.0%	2.54	0.60	13	24





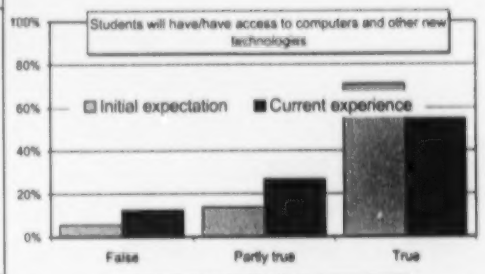


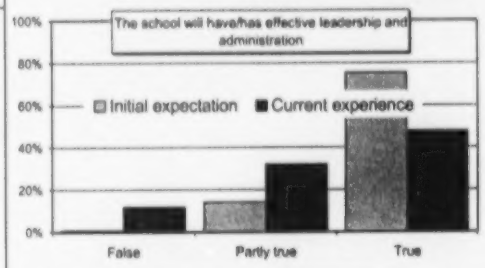


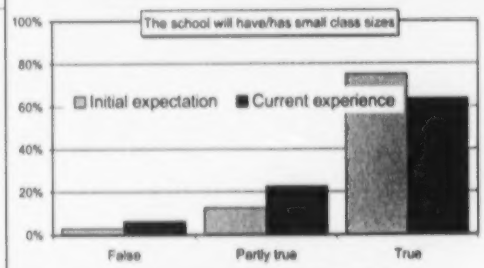


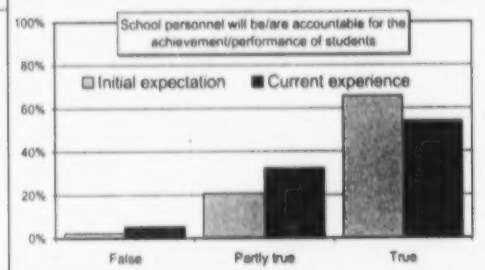
Rate each of the following statements as to what you expected when you first began working at this school (initial expectation)and how you would rate it today (current experience).

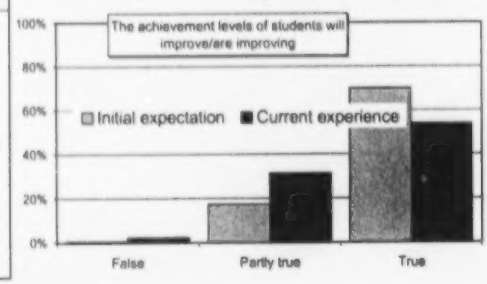
	Initial Expectation							Current Experience						
	False 1	Partly True 2	True 3	Mean	STD	Don't know	Mis-sing	False 1	Partly true 2	True 3	Mean	STD	Don't know	Mis-sing
Students will have/have access to computers and other new technologies	5.6%	13.9%	71.1%	2.72	0.57	22	20	12.3%	26.6%	54.8%	2.59	0.54	6	22
The school will have/has effective leadership and admin-istration	0.7%	14.1%	75.6%	2.83	0.40	20	23	11.9%	32.2%	47.7%	2.25	0.77	10	27
The school will have/has small class sizes	2.9%	12.5%	74.9%	2.80	0.48	16	27	6.0%	22.6%	63.5%	2.52	0.63	7	28
School personnel will be/are accountable for the achievement/ performance of students	2.2%	20.6%	65.8%	2.72	0.50	33	18	5.1%	32.2%	54.1%	2.66	0.55	14	24
The achievement levels of students will improve/are improving	0.4%	17.4%	70.0%	2.79	0.42	35	19	2.2%	31.5%	53.9%	2.25	0.73	34	21





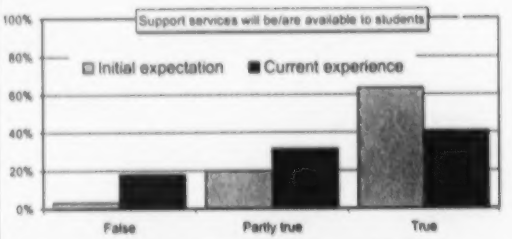


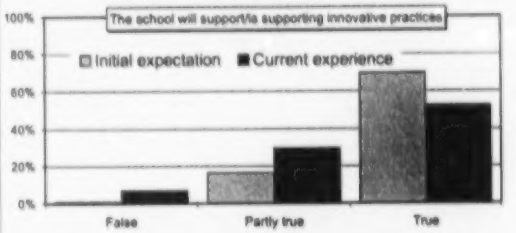


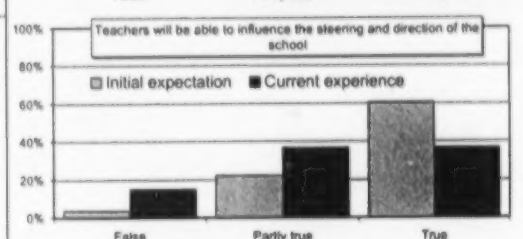


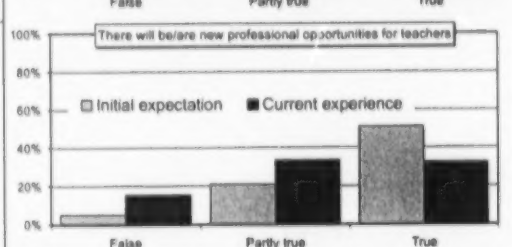
Rate each of the following statements as to what you expected when you first began working at this school (initial expectation)and how you would rate it today (current experience).

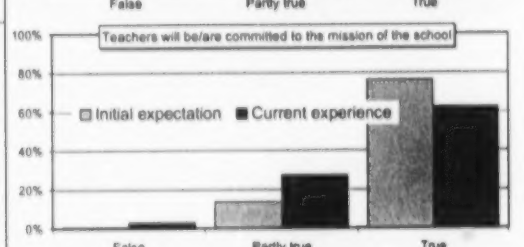
	Initial Expectation							Current Experience						
	False 1	Partly True 2	True 3	Mean	STD	Don't know	Mis-sing	False 1	Partly true 2	True 3	Mean	STD	Don't know	Mis-sing
Support services (i.e., counseling, health care, etc.) will be/are available to students	3.4%	20.1%	63.5%	2.69	0.54	36	22	18.1%	31.5%	40.9%	2.60	0.61	18	24
The school will support/is supporting innovative practices	0.4%	16.3%	70.0%	2.80	0.41	40	19	6.7%	29.5%	52.6%	2.21	0.74	27	23
Teachers will be able to influence the steering and direction of the school	3.6%	22.1%	60.6%	2.23	0.61	38	23	15.0%	36.7%	36.7%	2.85	0.37	27	25
There will be/are new professional opportunities for teachers	4.9%	20.8%	51.0%	2.53	0.58	85	19	15.2%	33.3%	32.2%	2.65	0.54	61	25
Teachers will be/are committed to the mission of the school	0.2%	13.4%	76.3%	2.44	0.64	27	18	2.7%	27.1%	62.4%	2.76	0.46	14	21
Teachers will be/are autonomous and creative in their classrooms	1.3%	18.6%	70.2%	2.02	0.73	26	18	2.2%	27.1%	61.7%	2.65	0.53	18	22

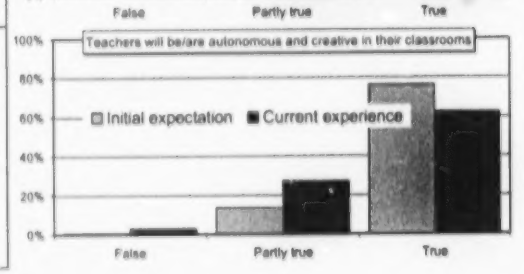






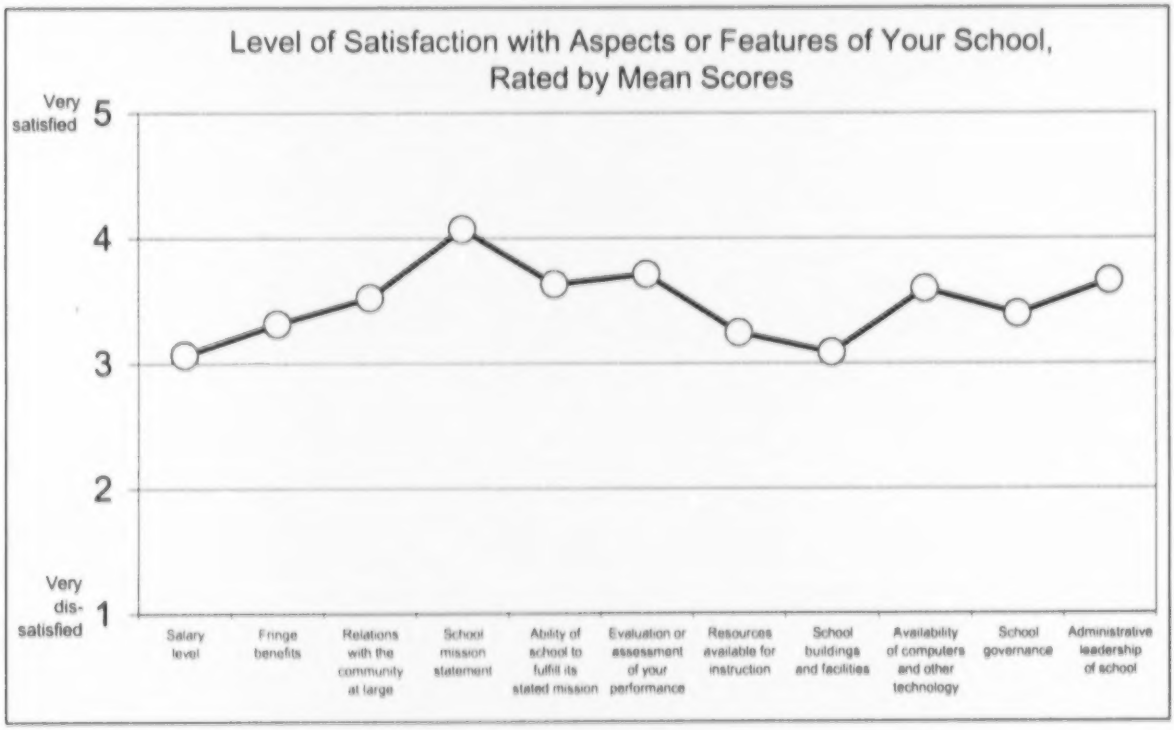






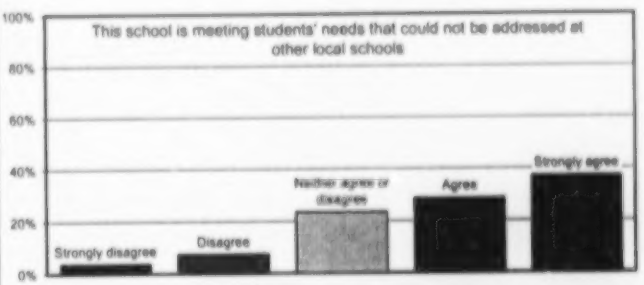
17. Rate your level of satisfaction with the following aspects or features of your school.

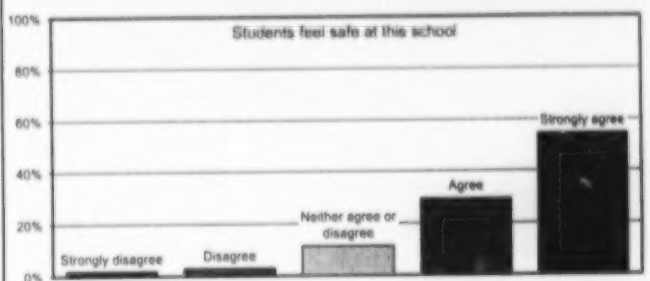
	Percentages					Mean	STD	N	Don't know	Missing
	Not important 1	2	3	4	Very important 5					
Salary level	11.2%	19.5%	34.4%	22.3%	12.6%	3.06	1.17	430	11	6
Fringe benefits	8.9%	16.3%	28.9%	26.7%	19.3%	3.31	1.21	405	32	10
Relations with the community at large	3.2%	10.4%	37.3%	29.9%	19.3%	3.52	1.02	405	30	12
School mission statement	1.4%	3.6%	18.7%	38.8%	37.6%	4.07	0.91	418	17	12
Ability of the school to fulfill its stated mission	5.2%	9.2%	26.3%	35.8%	23.5%	3.63	1.10	422	15	10
Evaluation or assessment of your performance	7.0%	7.7%	22.4%	33.0%	29.9%	3.71	1.17	388	46	13
Resources available for instruction	11.8%	16.4%	25.6%	28.5%	17.6%	3.24	1.26	414	19	14
School buildings and facilities	14.8%	19.6%	26.1%	21.9%	17.6%	3.08	1.31	433	2	12
Availability of computers and other technology	11.1%	11.3%	17.3%	27.7%	32.6%	3.59	1.34	433	3	11
School governance	8.9%	13.2%	28.8%	28.8%	20.4%	3.39	1.20	417	16	14
Administrative leadership of school	6.7%	12.0%	22.9%	25.2%	33.1%	3.66	1.24	432	7	8

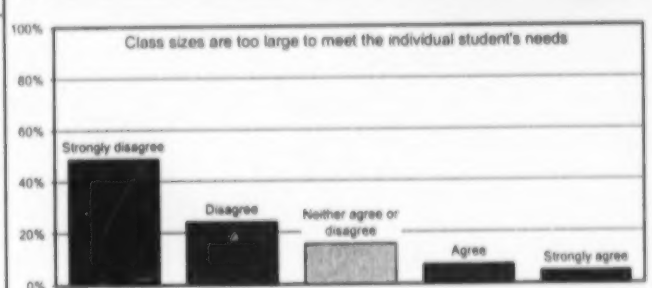


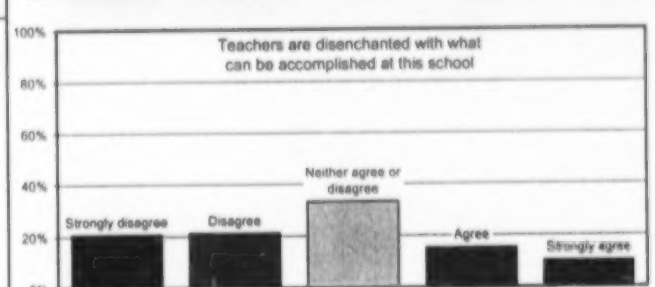
18. To what extent do you agree or disagree with the following statements about your school?

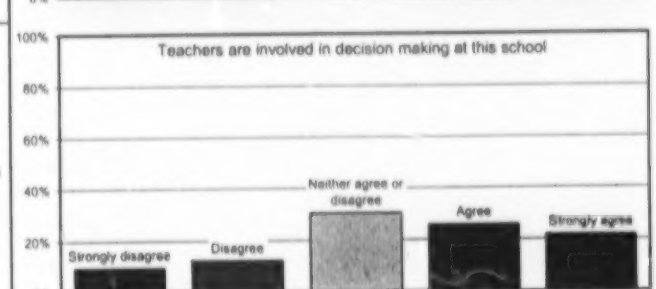
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Mis-sing
This school is meeting students' needs that could not be addressed at other local schools	3.7%	7.2%	23.5%	28.5%	37.1%	3.88	1.10	404	24	19
Students feel safe at this school	1.9%	2.8%	11.4%	29.4%	54.5%	4.32	0.92	422	8	17
Class sizes are too large to meet the individual student's needs	48.5%	24.1%	15.4%	7.3%	4.7%	1.96	1.17	423	6	18
Teachers are disenchanted with what can be accomplished at this school	20.7%	21.0%	33.2%	15.1%	10.1%	2.73	1.23	377	39	31
Teachers are involved in decision making at this school	9.7%	12.3%	30.4%	25.8%	21.7%	3.38	1.23	391	30	26





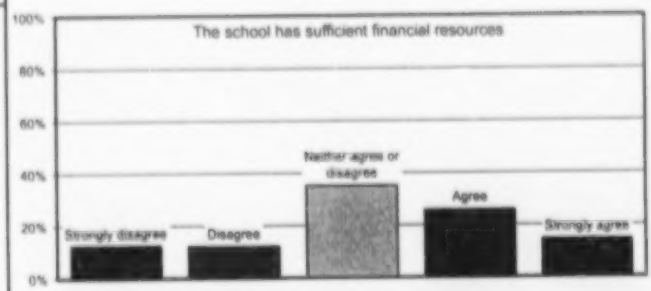


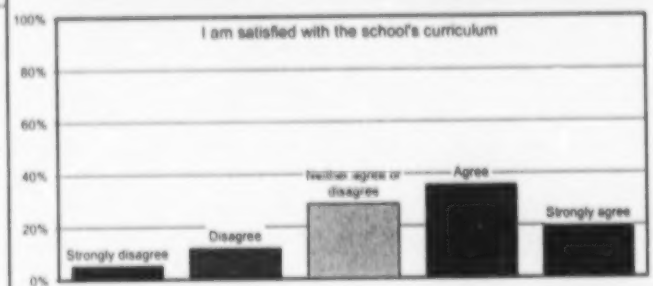


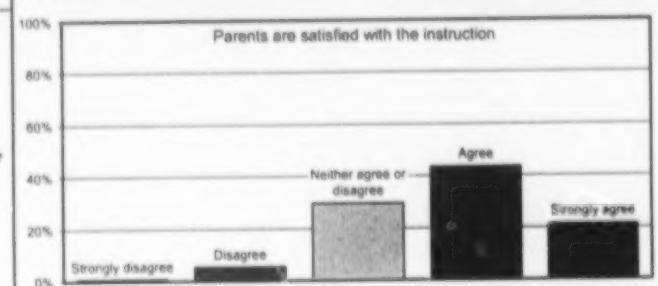


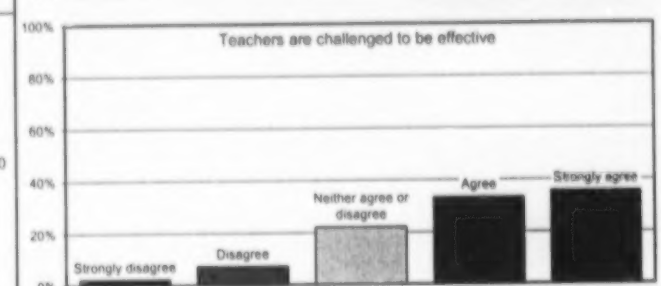
To what extent do you agree or disagree with the following statements?

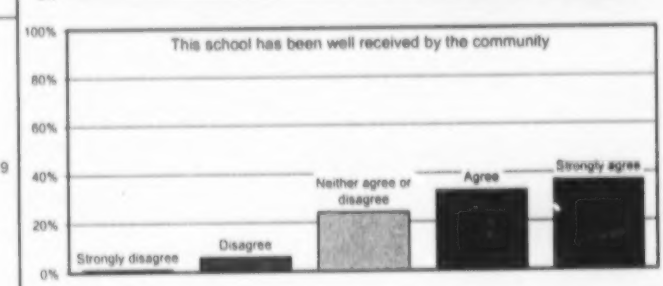
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Mis-sing
The school has sufficient financial resources	12.4%	12.1%	35.3%	25.9%	14.4%	3.18	1.19	348	77	22
I am satisfied with the school's curriculum	5.0%	11.6%	28.5%	35.5%	19.4%	3.53	1.08	397	23	27
Parents are satisfied with the instruction	0.6%	5.2%	29.5%	43.5%	21.3%	3.80	0.85	329	91	27
Teachers are challenged to be effective	2.3%	7.0%	21.9%	33.2%	35.7%	3.93	1.03	398	19	30
This school has been well received by the community	0.8%	5.8%	23.9%	32.6%	36.8%	3.99	0.96	380	48	19





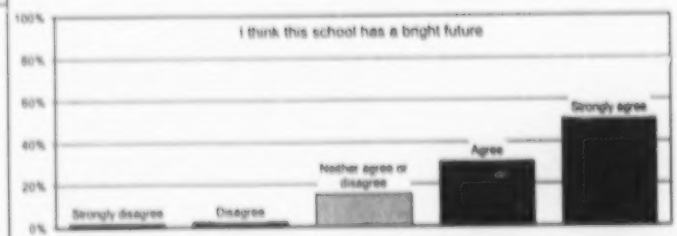


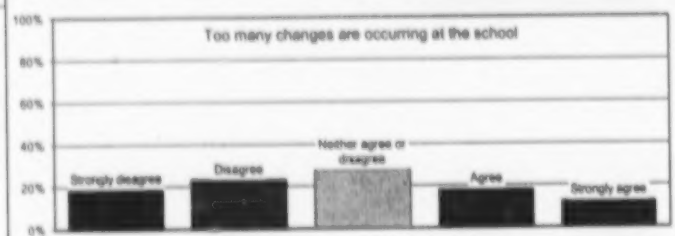


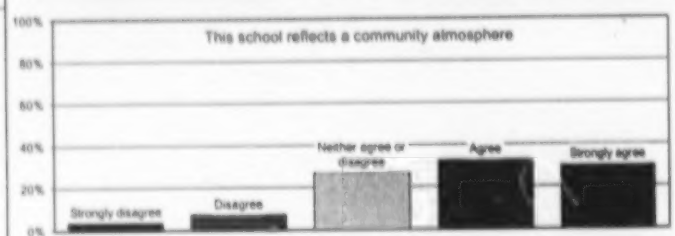


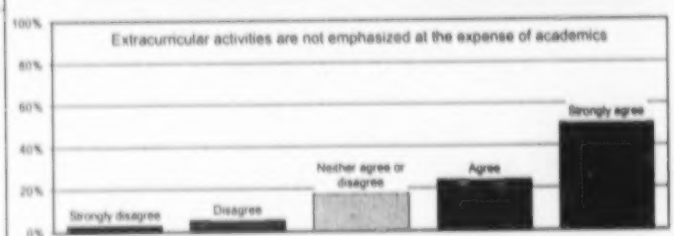
To what extent do you agree or disagree with the following statements?

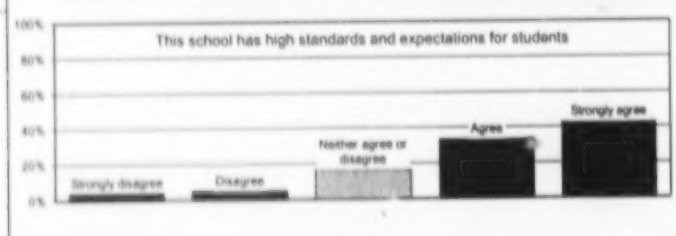
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Missing
I think this school has a bright future	1.7%	1.9%	15.5%	30.4%	50.5%	4.26	0.91	414	12	21
Too many changes are occurring at the school	18.8%	23.2%	27.6%	18.0%	12.4%	2.82	1.26	410	15	22
This school reflects a community atmosphere	3.8%	7.2%	26.9%	32.5%	29.7%	3.77	1.07	391	31	25
Extracurricular activities are not emphasized at the expense of academics	2.9%	5.2%	17.5%	23.8%	50.7%	4.14	1.06	383	38	26
This school has high standards and expectations for students	3.6%	4.5%	16.2%	33.1%	42.6%	4.07	1.04	420	5	22
This school has good physical facilities	18.5%	22.2%	26.7%	20.0%	12.6%	2.86	1.28	405	7	35

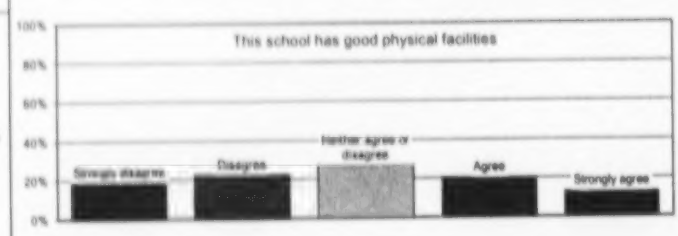






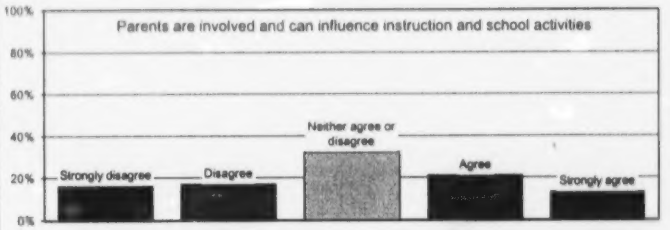


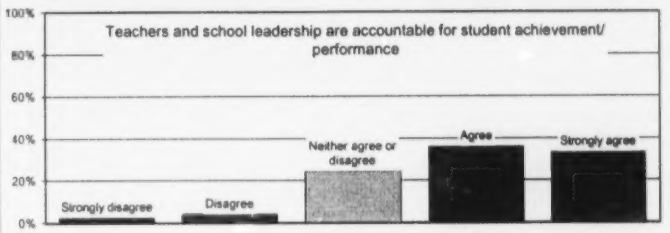


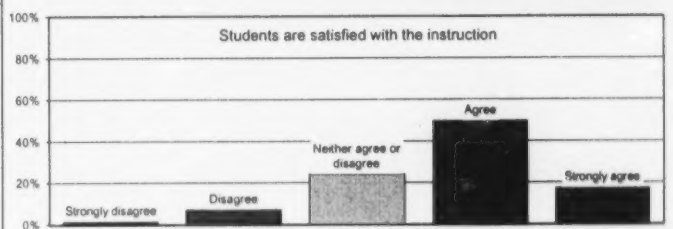


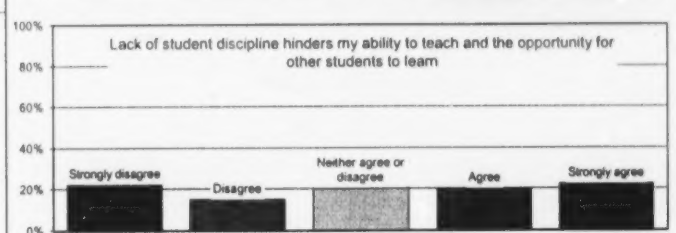
To what extent do you agree or disagree with the following statements?

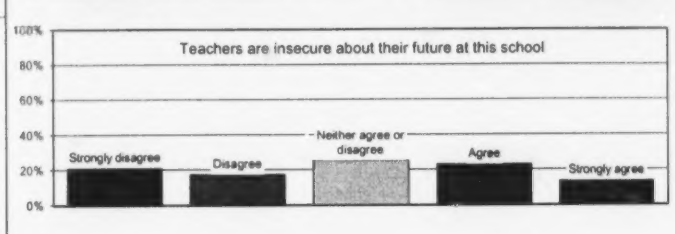
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Missing
Parents are involved and can influence instruction and school activities	16.5%	17.0%	32.2%	21.1%	13.2%	2.97	1.25	394	34	19
Teachers and school leadership are accountable for student achievement/ performance	2.5%	4.0%	24.3%	36.1%	33.2%	3.94	0.98	404	23	20
Students are satisfied with the instruction	1.6%	7.1%	24.2%	49.7%	17.4%	3.74	0.88	368	48	31
Lack of student discipline hinders my ability to teach and the opportunity for other students to learn	22.3%	14.9%	20.3%	20.0%	22.5%	3.06	1.46	395	29	23
Teachers are insecure about their future at this school	21.0%	17.4%	25.1%	22.9%	13.5%	2.91	1.33	362	64	21
Teachers have many noninstructional duties	15.3%	14.7%	23.6%	22.3%	24.1%	3.25	1.37	373	53	21

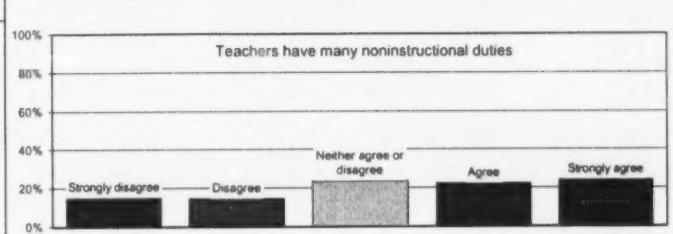












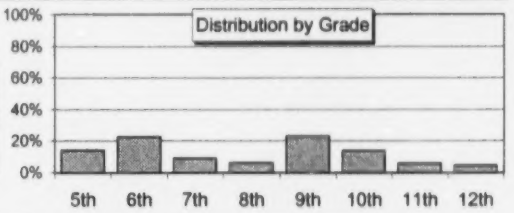
School Name: **TOTALS FOR ALL CHARTER SCHOOLS**

WMU Charter School Survey
Descriptive statistics

Informant Group: **Students (N=923)**

1. In what grade are you this year?

	Grade level									
	5th	6th	7th	8th	9th	10th	11th	12th	Total	Missing
N	130	209	85	58	213	129	54	42	920	3
%	14.1%	22.7%	9.2%	6.3%	23.2%	14.0%	5.9%	4.6%	100.0%	



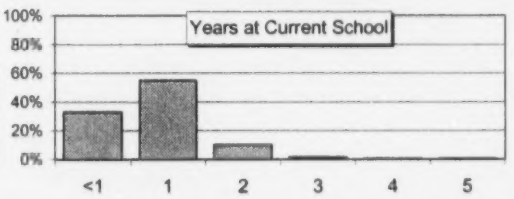
2. How old are you?

Mean	13.74
STD	2.30
Missing	3

	Years												
	9	10	11	12	13	14	15	16	17	18	19	20	Total
N	1	46	139	163	86	115	141	118	64	28	12	7	920
%	0.1%	5.0%	15.1%	17.7%	9.3%	12.5%	15.3%	12.8%	7.0%	3.0%	1.3%	0.8%	100.0%

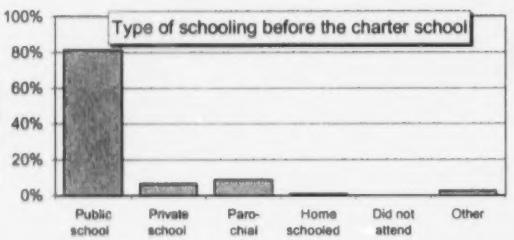
3. How many years, including this year, have you attended this school?

	Years at current school							
	<1	1	2	3	4	5	Total	Missing
N	303	506	93	12	3	2	919	4
%	33.0%	55.1%	10.1%	1.3%	0.3%	0.2%	100.0%	



4. What kind of school did you attend before enrolling in this school?

	Public school	Private school	Paro-chial	Home schooled	Did not attend	Other	Total	Missing
N	739	58	79	8	1	23	908	15
%	81.4%	6.4%	8.7%	0.9%	0.1%	2.5%	100.0%	



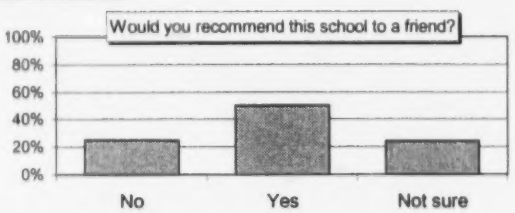
5. How many of your brothers and sisters are attending this or another charter school?

Mean	0.45
STD	0.84
Missing	0

	Number of siblings attending charter schools								
	0	1	2	3	4	5	6	7+	Total
N	632	214	51	16	5	2	0	3	923
%	68.5%	23.2%	5.5%	1.7%	0.5%	0.2%	0.0%	0.3%	100.0%

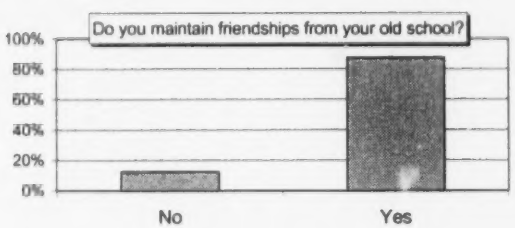
6. Would you recommend to a friend that he/she enroll in this school?

	No	Yes	Not sure	Total	Missing
N	231	463	224	918	5
%	25.2%	50.4%	24.4%	100.0%	



7. Do you maintain friendships with students from your old school?

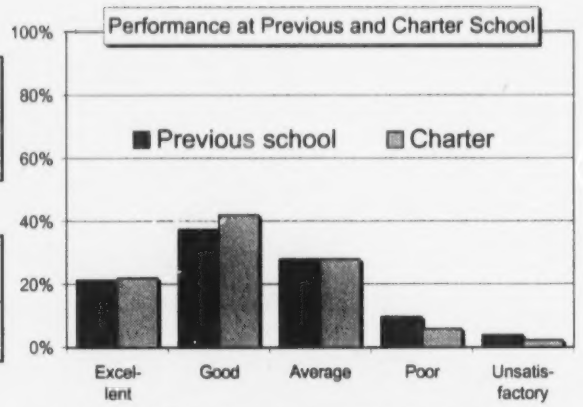
	No	Yes	Total	Missing
N	112	801	913	10
%	12.3%	87.7%	100.0%	



8. How did you do in your previous school? (Self-rated)

Mean	2.37
STD	1.04
Missing	12

	Excel-lent 1	Good 2	Average 3	Poor 4	Unsatis-factory 5	Total
N	194	340	255	87	35	911
%	21.3%	37.3%	28.0%	9.5%	3.8%	100.0%



9. How are you doing so far in this school? (Self-rated)

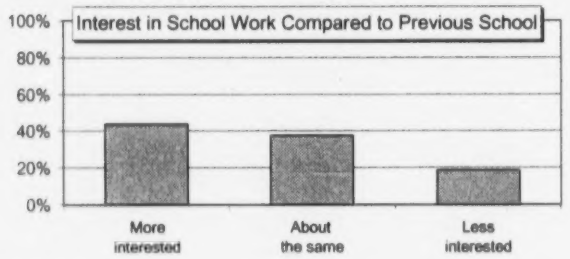
Mean	2.24
STD	0.93
Missing	12

	Excel-lent 1	Good 2	Average 3	Poor 4	Unsatis-factory 5	Total
N	201	383	255	53	19	911
%	22.1%	42.0%	28.0%	5.8%	2.1%	100.0%

10. Compared to your previous school, how interested are you in your school work?

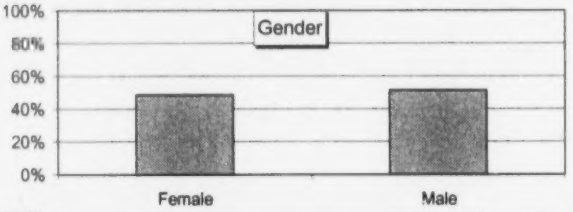
Mean	1.75
STD	0.75
Missing	14

	More interested 1	About the same 2	Less interested 3	Total
N	399	341	169	909
%	43.9%	37.5%	18.6%	100.0%



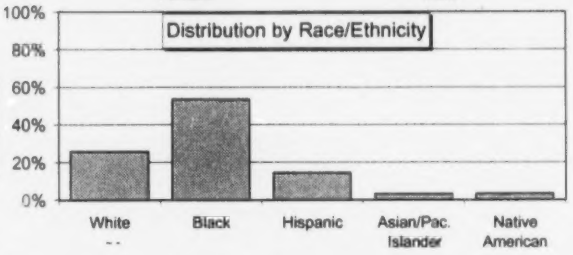
11. What is your gender?

	Female	Male	Total	Missing
N	440	466	906	17
%	48.6%	51.4%	100.0%	



12. What is your race/ethnicity?

	White	Black	Hispanic	Asian/Pac. Islander	Native American	Total	Missing
N	233	484	129	27	31	904	19
%	25.8%	53.5%	14.3%	3.0%	3.4%	100.0%	



13a. Do you have paid employment outside of the home?

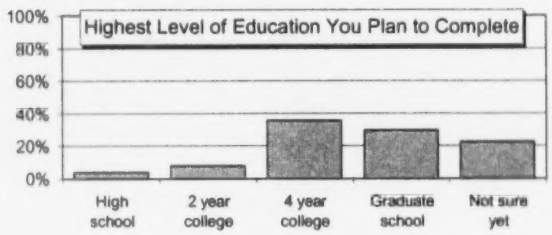
	No	Yes	Total	Missing
N	759	114	873	50
%	86.9%	13.1%	100.0%	

13b. If yes, how many hours do you work per week?

	0-8 hours	9-15 hours	16-25 hours	26 or more hours	Total	Missing
N	33	24	34	26	117	806
%	28.2%	20.5%	29.1%	22.2%	100.0%	

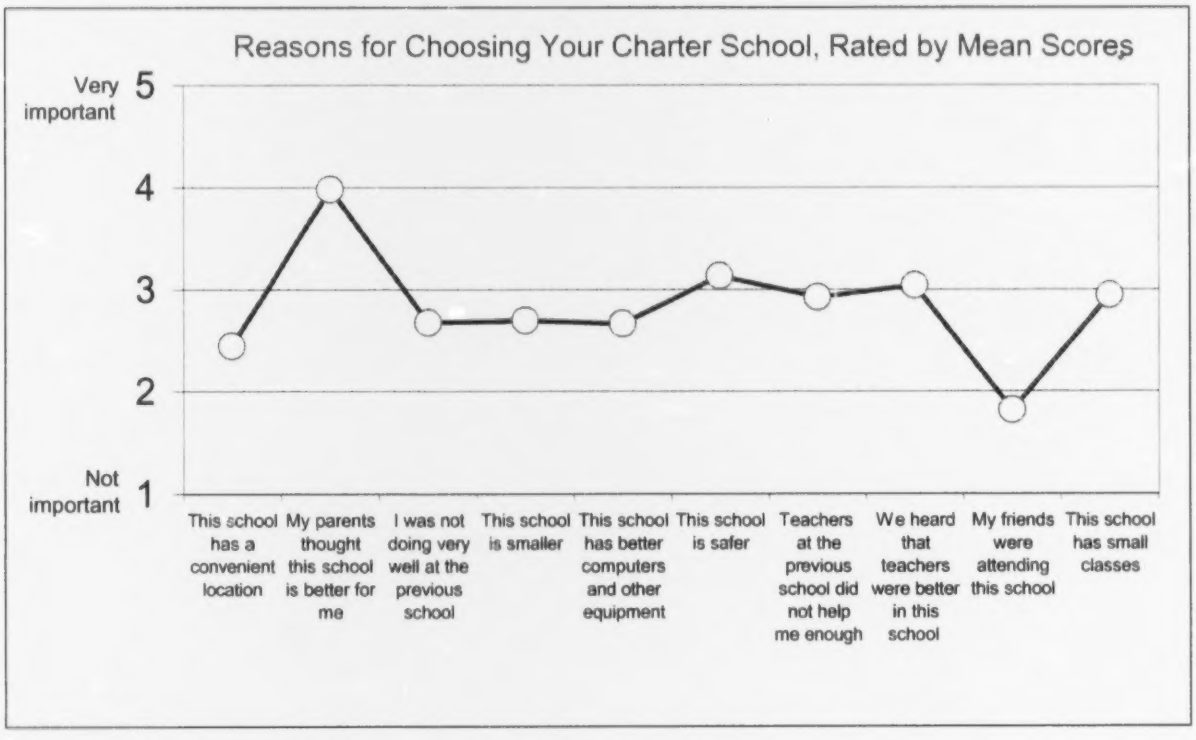
14. Highest level of education you plan to complete?

	High school	2 year college	4 year college	Graduate school	Not sure yet	Total	Missing
N	35	73	325	272	207	912	11
%	3.8%	8.0%	35.6%	29.8%	22.7%	100.0%	



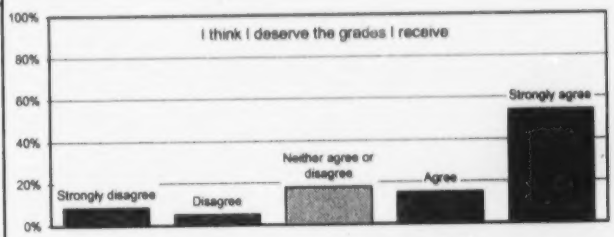
15. Why did you and your family choose this school?

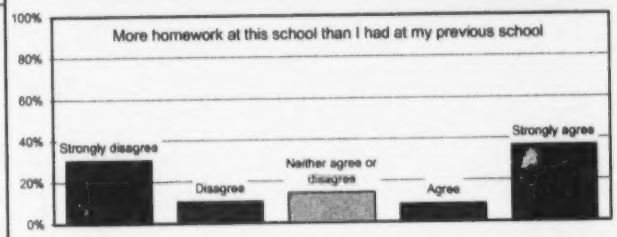
	Percentages					Mean	STD	N	Missing
	Not important 1	2	3	4	Very important 5				
This school has a convenient location	43.3%	11.7%	20.0%	7.1%	17.9%	2.45	1.53	896	27
My parents thought this school is better for me	13.3%	3.9%	11.2%	14.8%	56.8%	3.98	1.43	900	23
I was not doing very well at the previous school	43.5%	6.9%	14.5%	9.2%	25.9%	2.67	1.68	895	28
This school is smaller	42.5%	7.9%	13.7%	9.7%	26.3%	2.69	1.68	891	32
This school has better computers and other equipment	40.8%	11.2%	14.0%	8.9%	25.1%	2.66	1.65	894	29
This school is safer	29.1%	9.3%	16.2%	10.1%	35.3%	3.13	1.66	890	33
Teachers at the previous school did not help me enough	34.4%	8.3%	17.6%	10.2%	29.4%	2.92	1.65	890	33
We heard that teachers were better in this school	31.4%	10.1%	13.6%	13.2%	31.7%	3.04	1.66	892	31
My friends were attending this school	66.3%	9.2%	10.7%	4.2%	9.7%	1.82	1.33	890	33
This school has small classes	35.4%	8.3%	14.4%	10.5%	31.4%	2.94	1.69	902	21

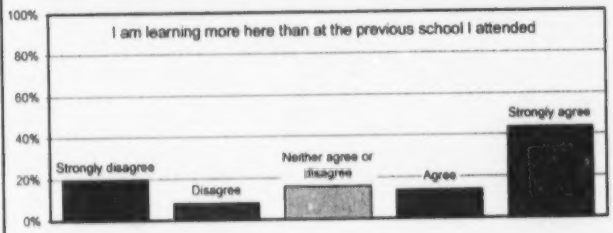

Reasons for Choosing Your Charter School, Rated by Mean Scores
Very important
5
4
3
2
Not important
1
This school has a convenient location
My parents thought this school is better for me
I was not doing very well at the previous school
This school is smaller
This school has better computers and other equipment
This school is safer
Teachers at the previous school did not help me enough
We heard that teachers were better in this school
My friends were attending this school
This school has small classes

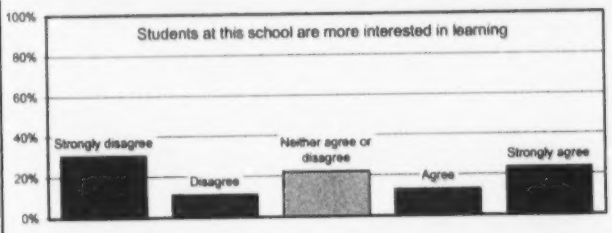
16 To what extent do you agree or disagree with the following statements?

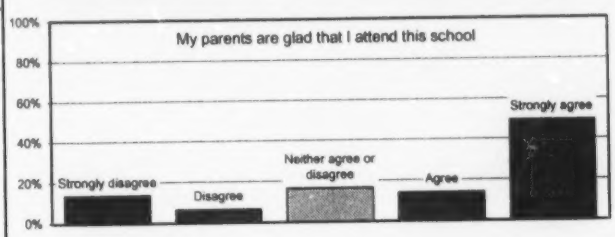
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Mis-sing
I think I deserve the grades I receive	8.4%	5.0%	17.6%	15.0%	54.0%	4.01	1.29	859	54	10
I have more homework at this school than I had at my previous school	30.4%	10.3%	14.4%	8.6%	36.4%	3.10	1.89	876	38	9
I think that I am learning more here than at the previous school I attended	19.5%	7.7%	15.5%	13.6%	43.6%	3.54	1.57	880	33	10
Students at this school are more interested in learning than they were at my last school	30.6%	11.0%	22.1%	12.8%	23.4%	2.87	1.55	819	90	14
My parents are glad that I attend this school	13.7%	6.5%	16.4%	14.0%	49.3%	3.79	1.45	833	66	24
This school provides enough extracurricular activities for me	44.5%	12.6%	14.1%	10.9%	17.9%	2.45	1.56	851	38	34

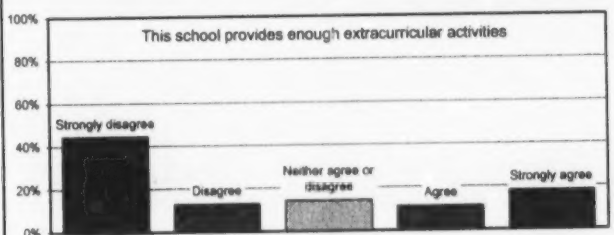






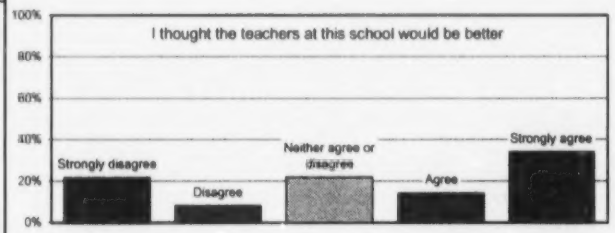


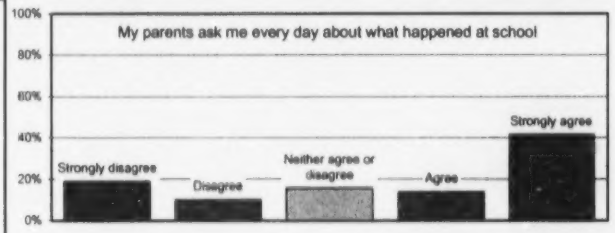


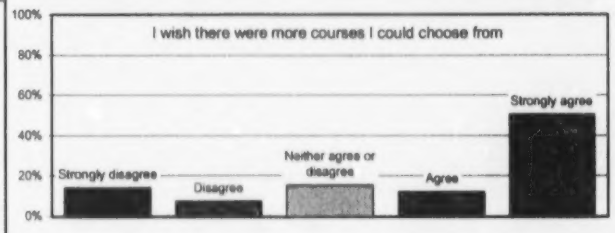


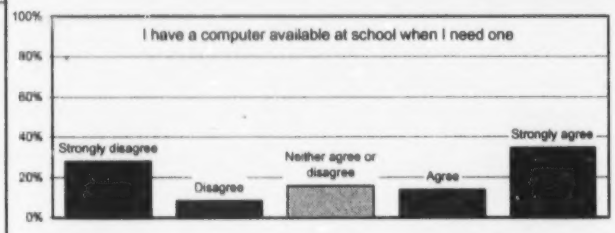
To what extent do you agree or disagree with the following statements?

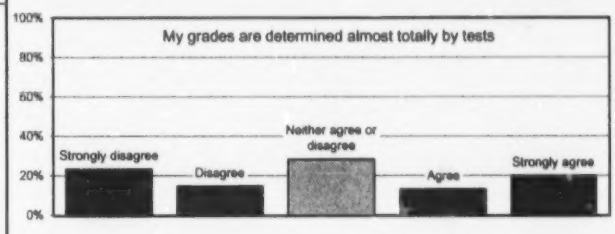
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Missing
I thought the teachers at this school would be better	21.7%	8.0%	22.0%	14.2%	34.1%	3.31	1.54	838	60	25
My parents ask me every day about what happened at school	19.0%	10.0%	15.6%	13.9%	41.5%	3.49	1.56	886	15	22
I wish there were more courses I could choose from	14.3%	7.6%	15.4%	12.1%	50.5%	3.77	1.48	825	76	22
I have a computer available at school when I need one	27.9%	8.3%	15.7%	13.7%	34.5%	3.19	1.64	879	23	21
My grades are determined almost totally by tests	23.5%	14.8%	28.5%	13.1%	20.1%	2.91	1.42	786	111	26
Students feel safe at this school	20.9%	10.1%	20.9%	16.3%	31.6%	3.28	1.51	759	133	31

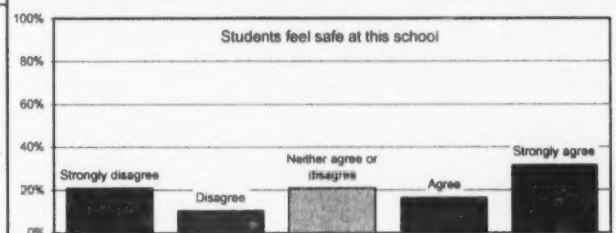






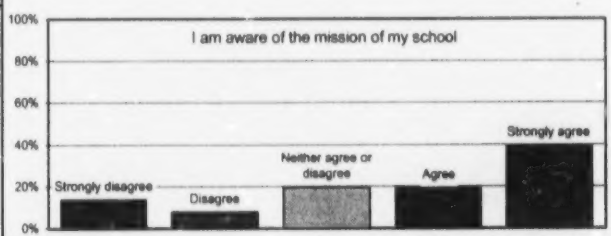


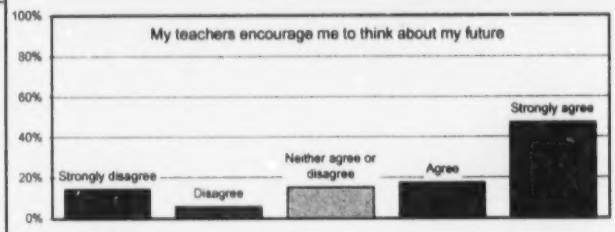


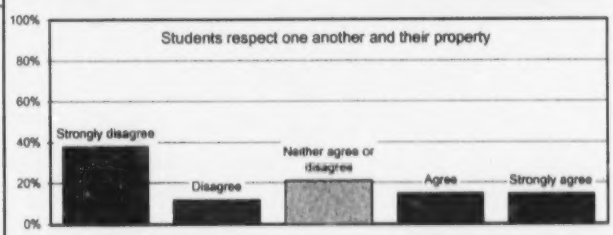


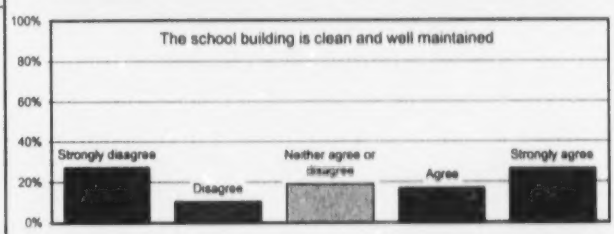
To what extent do you agree or disagree with the following statements?

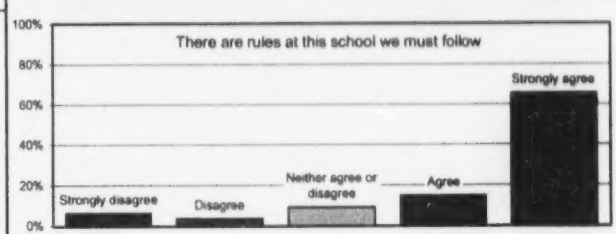
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Mis-sng
I am aware of the mission of my school	13.8%	7.7%	19.8%	19.3%	39.4%	3.63	1.42	767	117	39
My teachers encourage me to think about my future	14.3%	5.7%	15.1%	17.6%	47.4%	3.78	1.45	876	25	22
Students respect one another and their property	37.9%	11.8%	21.1%	14.7%	14.5%	2.56	1.47	863	39	21
The school building is clean and well maintained	27.2%	10.2%	19.0%	17.0%	26.6%	3.05	1.56	881	17	25
There are rules at this school we must follow	6.5%	3.6%	9.3%	15.0%	65.6%	4.30	1.18	881	16	26
There are students who don't follow the rules	16.1%	5.4%	15.8%	15.4%	47.4%	3.73	1.49	853	28	42

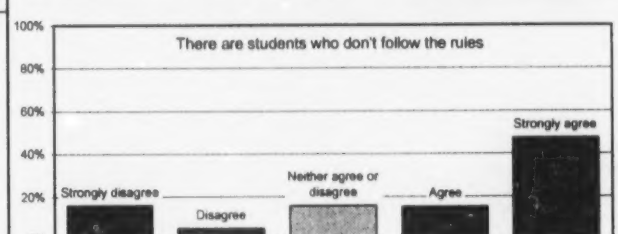






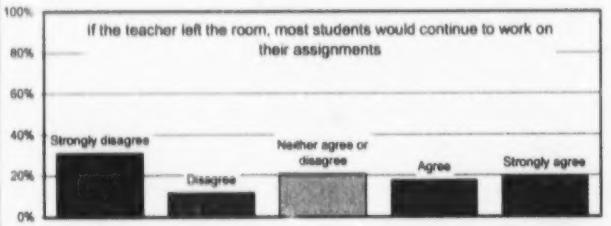


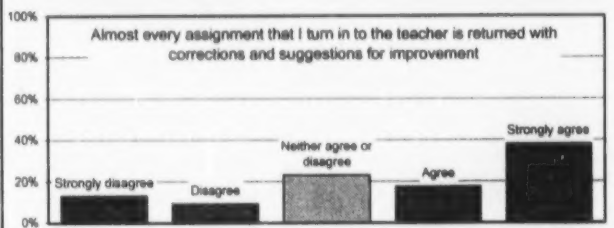


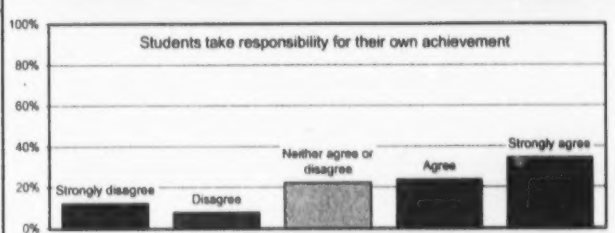


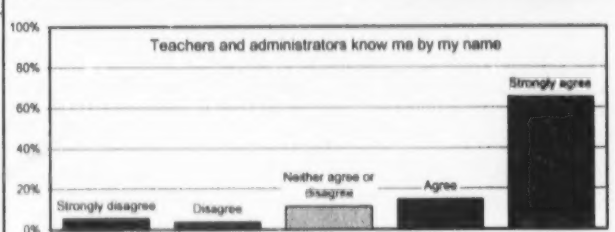
To what extent do you agree or disagree with the following statements?

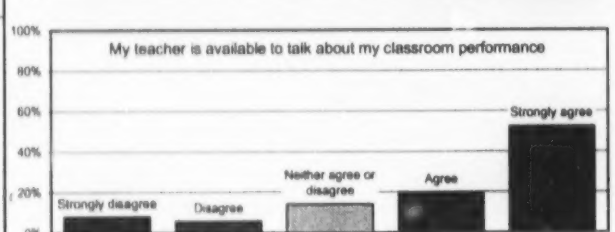
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Missing
If the teacher left the room, most students would continue to work on their assignments	30.7%	11.4%	20.7%	17.6%	19.6%	2.84	1.51	876	27	20
Almost every assignment that I turn in to the teacher is returned with corrections and suggestions for improvement	12.8%	9.0%	22.8%	17.3%	38.1%	3.59	1.40	877	28	18
Students take responsibility for their own achievement at this school	12.2%	7.6%	22.1%	23.7%	34.4%	3.61	1.35	819	79	25
Teachers and administrators at this school know me by my name	5.3%	3.7%	11.3%	14.6%	65.1%	4.30	1.14	865	33	25
My teacher is available to talk about my classroom performance, (i.e., course work, homework, grades, etc.)	7.9%	5.6%	14.2%	19.8%	52.4%	4.03	1.27	858	35	30
This school is a good choice for me	24.3%	8.8%	16.9%	14.2%	35.8%	3.28	1.60	840	45	38

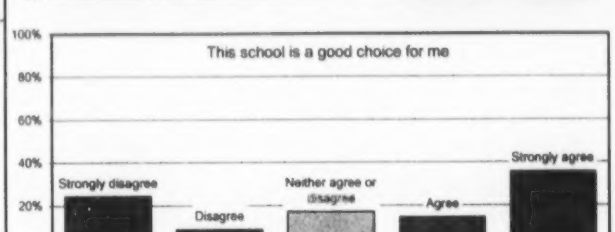






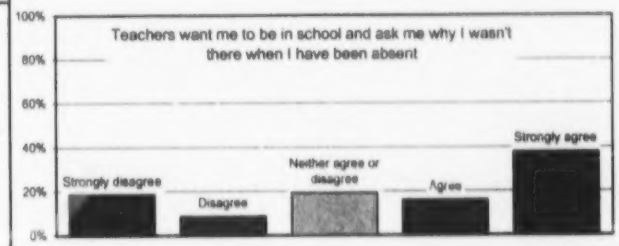


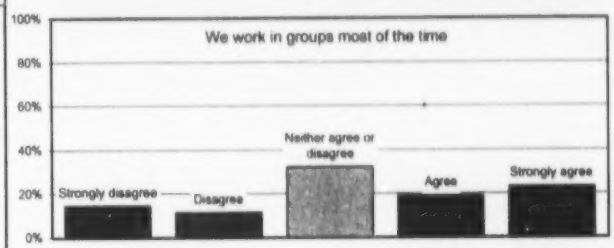


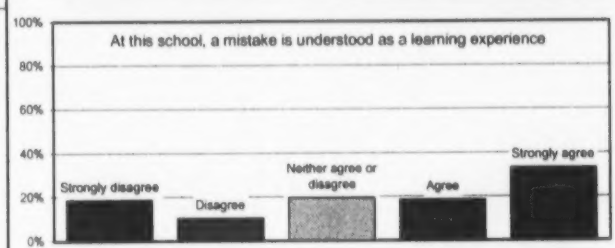


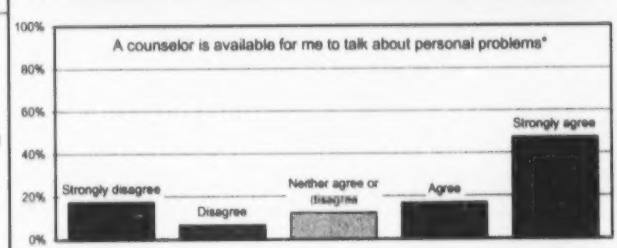
To what extent do you agree or disagree with the following statements?

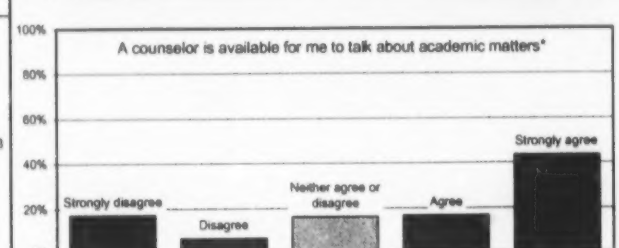
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Miss-sng
Teachers want me to be in school and ask me why I wasn't there when I have been absent	18.5%	8.6%	19.3%	15.9%	37.7%	3.46	1.51	849	41	33
We work in groups most of the time	14.5%	11.3%	32.0%	19.1%	23.0%	3.25	1.32	874	19	30
At this school, a mistake is understood as a learning experience	18.6%	10.2%	19.5%	18.6%	33.1%	3.37	1.49	832	59	32
A counselor is available for me to talk about personal problems*	17.2%	6.6%	12.2%	16.8%	47.2%	3.70	1.52	564	58	301
A counselor is available for me to talk about academic matters*	17.2%	6.6%	16.1%	16.6%	43.5%	3.63	1.51	559	56	308











* The last two items were only to be answered by those middle and high school students who have access to counselors

School Name: **TOTALS FOR ALL CHARTER SCHOOLS**

WMU Charter School Survey

Informant Group: **Parents (N=292)** **Descriptive statistics**

1. In what grades do you have children enrolled in this charter school?

	Grade level													
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
First child	40	30	30	25	13	26	39	10	11	24	20	8	4	280
Second child	9	10	11	5	13	2	4	3	2	2	3	2	0	66
Third child	1	2	5	4	1	2	1	1	1	2	1	0	1	22
Fourth child	0	0	0	2	1	0	0	0	0	1	0	0	0	4
Total number	50	42	46	36	28	30	44	14	14	29	24	10	5	372
Total percent	13.4%	11.3%	12.4%	9.7%	7.5%	8.1%	11.8%	3.8%	3.8%	7.8%	6.5%	2.7%	1.3%	100.0%

2a. Do you have other school-age children not attending this charter school?

	No	Yes	Total	Missing
N	157	131	288	4
%	54.5%	45.5%	100.0%	

2b. If yes, in what type of school(s) are they enrolled?

	Public school	Private school	Parochial school	Home-schooled	Another charter	Other	Total	Missing
N	92	7	9	2	1	13	124	168
%	74.2%	5.6%	7.3%	1.6%	0.8%	10.5%	100.0%	

3. Approximately how many miles do you live from this charter school?

Mean	4.34
STD	3.47
Missing	15

	Miles											
	1	2	3	4	5	6	7	8	9	10	>10	Total
N	72	45	37	26	15	14	9	10	3	11	35	277
%	26.0%	16.2%	13.4%	9.4%	5.4%	5.1%	3.2%	3.6%	1.1%	4.0%	12.6%	100.0%

4. Approximately how many miles do you live from the nearest traditional public school where your child could be enrolled?

Mean	2.22
STD	2.05
Missing	12

	Miles											
	1	2	3	4	5	6	7	8	9	10	>10	Total
N	158	46	31	9	17	4	4	5	0	1	5	280
%	56.4%	16.4%	11.1%	3.2%	6.1%	1.4%	1.4%	1.8%	0.0%	0.4%	1.8%	100.0%

5. What is your gender?

	Female	Male	Total	Missing
N	249	37	286	6
%	87.1%	12.9%	100.0%	

6. Which best describes your household?

	Two parents/ guardians	Single parent/ guardian	Other	Total	Missing
N	156	127	7	290	2
%	53.8%	43.8%	2.4%	100.0%	

7. What is the estimated annual income of your household/family?

	Less than $10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	$40,000-$59,999	$60,000-$99,999	$100,000 or more	Total	Missing
N	39	55	51	32	54	45	6	282	10
%	13.8%	19.5%	18.1%	11.3%	19.1%	16.0%	2.1%	100.0%	

8a. Are you aware of the school's mission?

	No	Yes	Total	Missing
N	25	262	287	5
%	8.7%	91.3%	100.0%	

8b. If yes, to what extent is the mission being followed by the school?

	Not very well	Fair	Well	Very well	Total	Missing
	1	2	3	4		
N	8	43	108	102	261	31
%	3.1%	16.5%	41.4%	39.1%	100.0%	

9. Do you have concerns about your child's safety in this school?

	No	Yes	Total	Missing
N	231	53	284	8
%	81.3%	18.7%	100.0%	

10a. Estimate the total number of hours that you and other adults in your household have served as a volunteer at the school during an average month?

	0 hours	1-3 hours	4-6 hours	7-9 hours	10-12 hours	More than 12 hours	Total	Missing
N	113	93	48	4	7	23	288	4
%	39.2%	32.3%	16.7%	1.4%	2.4%	8.0%	100.0%	

10b. Is voluntary work required by the school? attending this charter school?

	No	Yes	Total	Missing
N	84	152	236	56
%	35.6%	64.4%	100.0%	

11. What is your race/ethnicity?

	White	Black	Hispanic	Asian/Pac. Islander	Native American	Total	Missing
N	118	132	21	4	1	276	16
%	42.8%	47.8%	7.6%	1.4%	0.4%	100.0%	

12. How much formal education have you had?

	Did not complete high school	Completed high school	Less than 4 years of college	College graduate BA/BS	Graduate courses, no degree	Graduate/ professional degree	Total	Missing
N	25	82	81	41	20	31	280	12
%	8.9%	29.3%	28.9%	14.6%	7.1%	11.1%	100.0%	

13. What kind of school did your child previously attend before this charter school?

	Public school	Private school	Parochial school	Home-schooled	Another charter	Other	Total	Missing
N	197	23	28	3	13	9	273	19
%	72.2%	8.4%	10.3%	1.1%	4.8%	3.3%	100.0%	

14. Rate the importance of the following factors in your decision to enroll your child in this school.

	Percentages Not important 1	2	3	4	Very important 5	Mean	STD	N	Missing
a. Convenient location	26.8%	13.0%	23.2%	12.3%	24.6%	2.95	1.52	284	8
b. More emphasis on academics than extracurricular activities	2.8%	5.3%	18.7%	27.2%	45.9%	4.08	1.05	283	9
c. My interest in an educational reform effort	9.4%	8.7%	23.0%	26.5%	32.4%	3.64	1.27	287	5
d. Promises made by charter school's spokespersons	5.3%	2.8%	18.8%	28.7%	44.3%	4.04	1.11	282	10
e. Academic reputation (high standards) of this school	3.3%	5.8%	10.9%	24.1%	55.8%	4.23	1.07	274	18
f. Safety for my child	3.1%	3.8%	10.1%	16.4%	66.4%	4.39	1.03	286	6
g. I prefer the emphasis and educational philosophy of this school	3.5%	2.1%	14.2%	26.0%	54.2%	4.25	1.01	288	4
h. My child has special needs that were not met at previous school	24.4%	9.2%	15.5%	17.3%	33.6%	3.27	1.59	271	21
i. Good teachers and high quality of instruction	1.8%	3.2%	7.1%	17.7%	70.3%	4.52	0.89	283	9
j. I prefer a private school but could not afford it	28.7%	10.0%	20.1%	15.1%	26.2%	3.00	1.57	279	13
k. My child wanted to attend this school	16.3%	9.5%	22.3%	22.3%	29.7%	3.40	1.42	283	9
l. My child was performing poorly at previous school	38.8%	6.8%	16.9%	12.6%	24.8%	2.78	1.64	278	14
m. I was unhappy with the curriculum & instruction at previous school	20.8%	7.5%	21.9%	15.4%	34.4%	3.35	1.52	279	13
n. This school has good physical facilities	16.0%	17.1%	29.1%	18.2%	19.6%	3.08	1.33	275	17
o. Recommendations of teacher/official at my child's previous school	44.6%	10.1%	16.3%	9.4%	19.6%	2.49	1.59	276	16

15. Rate each of the following statements as to what you expected when you first began working at this school (initial expectation)and how you would rate it today (current experience).

	Initial Expectation							Current Experience						
	False	Partly true	True	Mean	STD	Don't know	Missing	False	Partly true	True	Mean	STD	Don't know	Missing
a. My child will be/*is* motivated to learn	1.1%	15.1%	83.9%	2.83	0.41	8	5	4.4%	18.7%	76.9%	2.73	0.54	2	17
b. The quality of instruction will be/*is* high	0.7%	15.2%	84.1%	2.83	0.39	10	6	4.8%	25.7%	69.5%	2.65	0.57	5	18
c. My child will receive/*receives* sufficient individual attention	1.1%	20.1%	78.9%	2.78	0.44	9	4	6.2%	25.2%	68.6%	2.62	0.60	5	13
d. I will be/*am* able to influence the direction and activities in the school	7.7%	36.5%	55.8%	2.48	0.64	24	8	10.5%	39.3%	50.2%	2.40	0.67	26	19
e. There will be/*is* good communication between the school and my household	0.7%	14.4%	84.8%	2.84	0.39	7	8	4.4%	20.6%	75.0%	2.71	0.54	3	17
f. My child will have/*has* access to computers and other new technologies	2.6%	17.6%	79.9%	2.77	0.48	13	6	4.5%	21.0%	74.5%	2.70	0.55	7	18
g. The school will have/*has* effective leadership and administration	2.2%	16.0%	81.7%	2.79	0.46	13	11	6.5%	21.1%	72.4%	2.66	0.60	11	20
h. The school will have/*has* small class sizes	3.7%	14.8%	81.5%	2.78	0.50	9	12	7.6%	17.9%	74.4%	2.67	0.61	8	22
i. School personnel will be/*are* accountable for my child's achievement/performance	4.1%	34.0%	61.9%	2.58	0.57	16	8	6.2%	35.3%	58.5%	2.52	0.61	17	17
j. My child's achievement levels of students will improve/*is* improving	1.8%	24.2%	74.0%	2.72	0.49	8	7	8.6%	21.8%	69.5%	2.61	0.64	7	19
k. Support services (i.e., counseling, health care, etc.) will be/*are* available to my child	10.5%	26.9%	62.6%	2.52	0.68	48	6	11.3%	31.2%	57.6%	2.46	0.69	40	21
l. The school will support/*is supporting* innovative practices	0.4%	25.2%	74.4%	2.74	0.45	43	11	2.1%	29.9%	67.9%	2.66	0.52	34	24
m. I will be/*am* able to participate in volunteer work and other activities	6.3%	17.4%	76.3%	2.70	0.58	25	14	6.5%	24.8%	68.7%	2.62	0.61	25	21

16. To what extent do you agree or disagree with the following statements about your child's school?

	Percentages									
	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	STD	N	Don't know	Missing
a. This school is meeting students' needs that could not be addressed at other local schools	4.9%	6.0%	21.4%	22.9%	44.7%	3.97	1.16	266	22	4
b. Students feel safe at this school	2.2%	1.8%	15.0%	24.8%	56.2%	4.31	0.94	274	15	3
c. Class sizes are too large to meet the individual student's needs	52.1%	22.1%	12.9%	5.7%	7.1%	1.94	1.23	280	8	4
d. Teachers are disenchanted with what can be accomplished	53.2%	11.7%	21.2%	9.5%	4.5%	2.00	1.24	222	59	11
e. Teachers are involved in decision making at this school	2.8%	3.2%	16.7%	26.9%	50.5%	4.19	1.01	216	69	7
f. This school has sufficient financial resources	11.7%	10.6%	33.9%	23.3%	20.6%	3.31	1.24	180	99	13
g. I am satisfied with the school's curriculum	2.5%	6.7%	17.3%	30.6%	43.0%	4.05	1.05	284	2	6
h. I am satisfied with the instruction offered	4.6%	4.6%	20.6%	29.1%	41.1%	3.98	1.10	282	2	8
i. Teachers are challenged to be effective	2.4%	4.4%	16.5%	26.2%	50.4%	4.18	1.02	248	39	5
j. This school has been well received by the community	4.6%	8.4%	20.5%	20.5%	46.0%	3.95	1.19	239	47	6
k. I think this school has a bright future	3.3%	3.7%	10.3%	17.9%	64.8%	4.37	1.03	273	9	10
l. Too many changes are occurring at the school	34.1%	22.9%	22.5%	8.8%	11.6%	2.41	1.34	249	35	8
m. This school reflects a community atmosphere	6.5%	3.5%	21.5%	30.8%	37.7%	3.90	1.15	260	22	10
n. Extracurricular activities are not emphasized at the expense of academics	6.2%	6.6%	18.5%	21.6%	47.1%	3.97	1.22	259	25	8
o. This school has high standards and expectation for students	2.5%	3.6%	12.5%	22.1%	59.3%	4.32	0.99	280	7	5
p. This school has small class sizes	6.1%	5.4%	22.7%	18.0%	47.8%	3.96	1.21	278	8	6
q. This school has good physical facilities	12.2%	9.9%	27.8%	23.6%	26.6%	3.43	1.31	263	19	10
r. This school has good administrative leadership	4.1%	6.3%	14.4%	25.1%	50.2%	4.11	1.12	271	9	12
s. Parents are involved and can influence instruction and school activities	4.0%	4.4%	22.5%	29.3%	39.8%	3.96	1.08	249	26	17
t. Teachers and school leadership are accountable for student achievement/performance	3.9%	5.1%	20.0%	26.7%	44.3%	4.02	1.10	255	18	19